DOCUMENT RESUME

ED 290 651 SO 018 439

AUTHOR Taylor, John P.
TITLE Ohio Social Studies Curriculum Guide: Washington Middle School. 1984-1989.
PUB DATE 84
NOTE 88p.; Designed to accompany James L. Burke and Kenneth E. Davidson, "Ohio Heritage," Layton, Utah: Gibbs M. Smith, Inc., 1984. Paper presented at the Annual Convention of the Ohio Council of Social Studies (Westlake, OH, 1985). Some pages may not reproduce clearly.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Citizenship Education; Course Content; Course Descriptions; Course Objectives; Curriculum Guides; Grade 7; Instructional Materials; Junior High Schools; Lesson Plans; *Middle Schools; Resource Materials; *Social Studies; Teaching Guides
IDENTIFIERS *Ohio

ABSTRACT

Designed for use in a one-semester seventh-grade Ohio social studies class, this curriculum guide is divided into teaching, testing, and activity units. The primary purposes of this guide are to teach participatory citizenship and to emphasize self-learning. Twelve broad instructional objectives include the ability to: (1) interpret Article I of the Ohio Constitution; (2) interpret Ohio maps, graphs, charts, tables, and time lines; (3) recall selected Ohio laws related to youth; (4) match vocabulary words and definitions related to Ohio social studies; (5) learn primary sources of information; (6) compute Ohio social studies statistics; (7) speak and write about Ohio social studies subjects; (8) discuss the utilization of Ohio resources; (9) identify local government and civic organizations' services and career opportunities; (10) predict future occurrences; (11) recognize selected Ohio citizens' contributions; and (12) identify key Ohio historical events. This guide contains the "Ohio Social Studies Pre and Post Test." Lessons are included for the study of: (1) weather, climate, and water; (2) geology and minerals; (3) prehistoric and historic Indian life; (4) exploration and early settlement; (5) statehood and development; (6) the underground railroad; (7) the Civil War; (8) early industries; (9) progress, reform, and World War I; (10) the Depression, recovery, and World War II; (11) recent history; (12) agriculture and rural life; and (13) Ohio's heritage. Maps, charts, and pictures are included. (JHP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED290651

SOCIAL STUDIES

STATE SEAL

STATE FLAG

Ohio offers unmatched educational opportunities.

For Ohioans, education is a birthright, not a privilege. The builders of the Northwest Territory voiced their belief in education in the Ordinance of 1787: "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged." Guided by this belief . . .

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John P Taylor

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Washington C.H. City Schools
John Taylor

Curriculum Guide
1984

BEST COPY AVAILABLE

SO 018 439

SEVENTH GRADE SOCIAL SCIENCE
five days per week
Ohio Social Studies (18 weeks)
Western Hemisphere Social Studies
(18 weeks)

COURSE DESCRIPTION OF SEVENTH GRADE SOCIAL SCIENCE

Ohio Social Studies is the second Ohio course required of students in the Washington School District; fourth grade being the first. Whereas the fourth grade is primarily concerned with history; the seven grade investigates all areas of the social studies as they relate to Ohio. Starting at the seventh grade we will be trying to get the student more involved in participatory citizenship and self learnin

Western Hemisphere Social Studies is a continuation of the survey course offered at the sixth grade level that looks at the world of today. Canada and Latin America provide the content used to develop research, recitation, and study skills needed to be a self actualizing citizen.

BROAD INSTRUCTIONAL OBJECTIVES

Upon successful completion of Ohio Social Studies the student will be able to:

1.1 Interpret Article I of the Ohio Constitution.
1.2 Interpret Ohio maps, graphs, charts, tables, and time lines.
1.3 Recall some Ohio laws relating to juveniles.
1.4 Match vocabulary and definitions related to Ohio history, government, sociology, anthropology, law, and economics.
1.5 Distinguish facts from opinion, relevant from irrelevant information, and primary from secondary sources of information.
1.6 Compute and convert statistics relevant to Ohio Social Studies.
1.7 Speak and write in an organized manner, without the use of slang, when addressing social studies subjects.
1.8 Discuss the need for the wise use of Ohio's natural wealth.
1.9 Identify services and career opportunities in local government and civic organizations.
1.10 Make future predictions about life in Ohio.
1.11 Recognize the values and contributions of various Ohio individuals, sects, and ethnic groups.
1.12 Identify key historical events in the history of Fayette County and Ohio.

Upon successful completion of Western Hemisphere Social Studies the student will be able to:

1.1 Locate the major soverign political units and geographical features of the Western Hemisphere on a
1.2 Demonstrate how to use almanacs, encyclopedias, atlases, etc. in the location of social science data
1.3 Contrast the life style and living standards of the United States with the other Western countries.
1.4 Match geographical terms with geographical illustrations.
1.5 Write in a neat, organized, and grammatically correct manner.

OHIO SCOPE AND SEQUENCE

2.1 Introduction to Ohio
2.2 Topical Geography
2.2.1 Weather, Climate, and Water
2.2.2 Geology and Minerals
2.3 Chronological History
2.3.1 The First Ohioans
2.3.2 Exploration and Early Settlement (1615-1790)
2.3.3 Statehood and Development (1788-1830)
2.3.4 The Underground Railroad and The Civil War (1830-1868)

2.3.5 Industry Comes to Ohio (1868-1[illegible])
2.3.6 Progress, Reform, and World War I (1900-1920)
2.3.7 Roaring 20's, The Depression, Recovery, and World War II (1920-1945)
2.3.8 The Recent Years (1945-today)
2.4 Contemporary Ohio
2.4.1 Agriculture and Rural Life
2.4.2 Cities and Industries
2.4.3 A Case Study in Ohio City Government: Washington C.H.
2.4.4 Ohio Juvenile Law and Sociology
2.4.5 Ethnic Heritage and Ohio Sociology
2.4.6 Ohio Economic Life
2.5 Ohio's Future

WESTERN HEMISPHERE SCOPE AND SEQUENCE

2.1 Children of the Americas
2.2 Land and Geographical Terms
2.3 Climate and Vegetation
2.4 Map Competencies of the Americas
2.5 Latin America Individual Research Paper
2.6 The Mayas, Aztecs, and Incas
2.7 Life in Mexico and Central America
2.8 Life in the West Indies
2.9 The Andean Countries
2.10 Brazil and the Silver River Countries
2.11 Canadian Geography
2.12 Life in Canada

TEXTBOOKS

3.1 James L. Burke and Kenneth E. Davidson. Ohio Heritage. Layton, Utah 84041: Gibbs M. Smith, Inc., 1984. $14.50
3.2 Schreiber, Stepien, Patrick, Remy, Gay, and Hoffman. Western Hemisphere Glenview, Ill. Scott, Foresman and Company, 1983.

SUPPLEMENTAL MATERIALS

3.01 Harry W. Heckman. The Economics of American Living. Chicago:Rand McNally. 1963.
3:02 Filmstrips
3.03 Educational Television
3.04 Films
3.05 Newspapers, Magazines and Periodicals
3.06 Wall and Road Maps
3.07 Ohio and World Atlases, Encyclopedias, Dictionaries, Ohio and World Almanacs, and Washington City
3.08 Teacher Made Units
3.09 Resource People
3.10 Field Trips
3.11 Public Meetings
3.12 Local and district History Day (4 weeks preparation out of Western Hemisphere)

EVALUATION

4.1 Teacher made written and oral test of communication skills and content.
4.2 Quality and punctuality of daily work and projects
4.3 Class attitude, participation, and self initiated contributions

Grading Standards

The "A" Grade

1. Superior oral and written work.
2. Accurate and complete preparation of assignments.
3. An average of A in all tests.
4. Original problems in thinking.
5. Superior command of English.
6. Interest in class activities.
7. Good study habits with thirst for knowledge.
8. Special contributions to class assignments.
9. Excellent classroom and school attitude.

The "B" Grade

1. Good oral and written work.
2. Assignments above average.
3. An average of B or better on all tests.
4. Contributions to class assignments.
5. Good English usage.
6. Good attitude in class and class activities.
7. Good study habits.

The "C" Grade

1. Average oral and written work.
2. Average preparation of assignments.
3. Average of C or better on all tests.
4. Reasonable contributions to class assignments.
5. Reasonable participation in class assignments.
6. Mastery of required minimum of essentials.

The "D" Grade

1. Below average in oral and written work.
2. Irregular preparation of assignments - does majority.
3. Slow in comprehending problems - but persistent.
4. No voluntary participation in class activities.

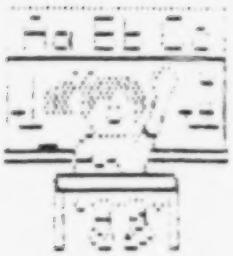
The "F" Grade

1. Failing in oral and written work.
2. No effort, no results.
3. Lack of interest.
4. Low test scores.
5. Poor response to assignments.

Thank God—every morning when you get up—that you have something to do which must be done, whether you like it or not. Being forced to work, and forced to do your best, will breed in you a hundred virtues which the idle never know.

CHARLES KINGSLEY

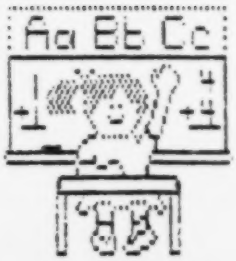
1.d

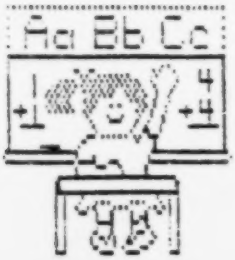


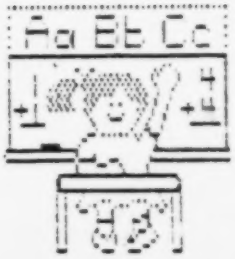
OHIO
SOCIAL STUDIES

PRE & POST
TEST

WASHINGTON
MIDDLE SCHOOL







TAYLOR [illegible] DO [illegible] PAPER
OHIO SOCIAL STUDIES PRE & [illegible] TEST

Test objectives:

1. Evaluate the student's readiness.
2. Identify the ability range of the students.
3. Establish a base to measure student growth
4. Test this instrument as a forerunner for evaluating the curriculum, student, and instructor in competency-based instruction.
5. Measure student growth toward course objectives.
6. Diagnose student learning error.
7. Identify content or skill instruction error.
8. Identify areas where instructional emphasis needs to be changed.
9. Evaluate course objectives.
10. Compare content and skill instruction among various instructors.

Course objectives:

Upon successful completion of Ohio Social Studies the student will be able to:

1.1 Interpret Article I of the Ohio Constitution.
1.2 Interpret Ohio maps, graphs, charts, tables, and time lines.
1.3 Recall some Ohio laws relating to juveniles.
1.4 Match vocabulary and definitions related to Ohio law, government, history, sociology, economics, and anthropology.
1.5 Distinguish fact from opinion, relevant from irrelevant information, and primary from secondary sources of information.
1.6 Compute and convert statistics relevant to Ohio social studies.
1.7 Speak and write in an organized manner, without the use of slang, when addressing social studies subjects.
1.8 Discuss the need for wise use of Ohio's natural wealth.
1.9 Identify services and career opportunities in local government and [illegible]organizations.
1.10 Make future predictions about life in Ohio.
1.11 Recognize the values and contributions of various Ohio individuals, sects, and ethnic groups.
1.12 Identify key historical events in the history of Fayette County and Ohio.

Course scope and sequence:

2.1 Introduction to Ohio
2.2 Topical Geography
2.2.1 Weather, Climate, and Water
2.2.2 Geology and Minerals
2.3 Chronological History
2.3.1 The First Ohioans
2.3.2 Exploration and Early Settlement (1615-1798)
2.3.3 Statehood and Development (1788-1838)
2.3.4 The Underground Railroad and the Civil War (1838-1868)
2.3.5 Industry Comes to Ohio (1868-1900)
2.3.6 Progress, Reform, and World War I (1900-1928)
2.3.7 Roaring 20's, The Depression, Recovery, and World War II (1928-1945)
2.3.8 The Recent Years (1945-Today)
2.4 Contemporary Ohio
2.4.1 Agriculture and Rural Life
2.4.2 Cities and Industries
2.4.3 A Case Study in Ohio City Government: Washington C. H.
2.4.4 Ohio Juvenile Law and Sociology
2.4.5 Ethnic Heritage and Ohio Sociology
2.5 Ohio's Future

Taylor WMS '85
OHIO SOCIAL STUDIES PRE & POST TEST

DO NOT MARK ON THIS PAPER

TIME:

Day 1 Ten minutes for passing out the test and giving directions. Three minutes for taking the test up. Do not look or go beyond page 3.k, question 52.

Day 2 You should get done before the end of the period; bring something to read.

IGNORE: Ignore all letters and numbers inside of parentheses ().

1. DIRECTIONS: (SS-2.1)

On the following multiple choice questions select the letter of the response that best answers the question or completes the sentence. Place the correct letter in the proper blank on the answer sheet.

Example:

What is the mascot of the Washington C. H. City Schools?

A) Black Panther
B) Golden Eagle
C) Blue Lion
D) Purple Tiger

Answer sheet
100. C

1. What is the official bird of Ohio?
   A) blue jay
   B) cardinal
   C) eagle
   D) falcon
2. What is the official flower of Ohio?
   A) red rose
   B) red tulip
   C) scarlet carnation
   D) white daisy
3. What is the official drink of Ohio?
   A) cider
   B) grape juice
   C) milk
   D) tomato juice
4. What is the official insect of Ohio?
   A) bee
   B) butterfly
   C) lady bug
   D) yellow jacket
5. What is the official motto of Ohio?
   A) Buckeye State
   B) Empire Within An Empire
   C) In God We Trust
   D) With God All Things Are Possible

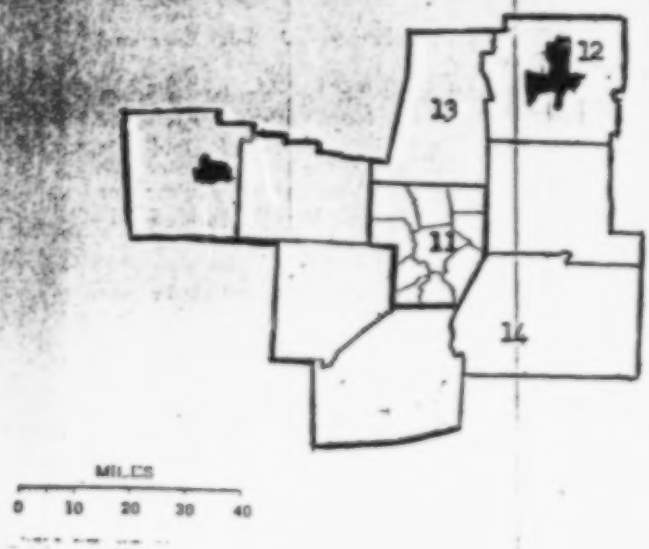
II. Directions: (CO-1.2: SS-3.1)

Place the letter of the correct answer of the following questions on your answer sheet. The following map should make it easier for you to answer the questions correctly.

6. What state is Ohio's neighbor to the west?
   A) Indiana
   B) Michigan
   C) Pennsylvania
   D) West Virginia
7. What state is Ohio's neighbor to the southeast?
   A) Indiana
   B) Kentucky
   C) Michigan
   D) West Virginia
8. What is Ohio's largest lake?
   A) Buckeye Lake
   B) Deer Creek Lake
   C) Grand Lake St. Mary's
   D) Lake Erie
9. What is the longest river entirely within the borders of Ohio?
   A) Maumee
   B) Miami
   C) Ohio
   D) Scioto
10. What marks Ohio's southern border?
   A) Allegheny Mountains
   B) Appalachian Mountains
   C) Mississippi River
   D) Ohio River

III. Directions: (CD-1.2; SS-2.3.3)

Place the letter of the correct answer of the following questions on your answer sheet. The following map should make it easier for you to answer the questions correctly.



11. What is the county seat of Fayette County?
    A) Bloomingburg
    B) Good Hope
    C) Jeffersonville
    D) Washington Court House
12. What is the capital city of Ohio?
    A) Chillicothe
    B) Cincinnati
    C) Columbus
    D) Dayton
13. What is the county north of Fayette County?
    A) Clinton
    B) Greene
    C) Highland
    D) Madison
14. What is the county southeast of Fayette County?
    A) Highland
    B) Madison
    C) Pickaway
    D) Ross
15. What is the approximate mileage at the widest point east and west on the above map?
    A) 30
    B) 40
    C) 60
    D) 90

(3.e) (3.e)

§ 1 Right to freedom and protection of property.

All men are, by nature, free and independent, and have certain inalienable rights, among which are those of enjoying and defending life and liberty, acquiring, possessing, and protecting property, and seeking and obtaining happiness and safety. (See Const 1802, Art VIII, § 1.)

§ 2 Right to alter, reform, or abolish government, and repeal special privileges.

All political power is inherent in the people. Government is instituted for their equal protection and benefit, and they have the right to alter, reform, or abolish the same, whenever they may deem it necessary; and no special privileges or immunities shall ever be granted, that may not be altered, revoked, or repealed by the general assembly. (See Const 1802, Art VIII, § 1.)

§ 3 [Right to assemble together.]

The people have the right to assemble together, in a peaceable manner, to consult for their common good; to instruct their representatives; and to petition the general assembly for the redress of grievances. (See Const 1802, Art VIII, § 19.)

§ 4 [Bearing arms; standing armies; subordination of military power.]

The people have the right to bear arms for their defense and security; but standing armies, in time of peace, are dangerous to liberty, and shall not be kept up; and the military shall be in strict subordination to the civil power. (See Const 1802, Art VIII, § 20.)

§ 7 [Rights of conscience; education; necessity of religion and knowledge.]

All men have a natural and indefeasible right to worship Almighty God according to the dictates of their own conscience. No person shall be compelled to attend, erect, or support any place of worship, or maintain any form of worship, against his consent; and no preference shall be given, by law, to any religious society; nor shall any interference with the rights of conscience be permitted. No religious test shall be required, as a qualification for office, nor shall any person be incompetent to be a witness on account of his religious belief; but nothing herein shall be construed to dispense with oaths and affirmations. Religion, morality, and knowledge, however, being essential to good government, it shall be the duty of the general assembly to pass suitable laws to protect every religious denomination in the peaceable enjoyment of its own mode of public worship, and to encourage schools and the means of instruction. (See Const 1802, Art VIII, §§ 3, 25.)

§ 8 [Writ of habeas corpus.]

The privilege of the writ of habeas corpus shall not be suspended, unless, in cases of rebellion or invasion, the public safety require it. (See Const 1802, Art VIII, § 12.)

§ 9 Bailable offenses; of bail, fine, and punishment.

All persons shall be bailable by sufficient sureties, except for capital offenses where the proof is evident or the presumption great. Excessive bail shall not be required; nor excessive fines imposed; nor cruel and unusual punishments inflicted. (See Const 1802, Art VIII, §§ 12, 13.)

§ 11 [Freedom of speech and of the press; libel.]

Every citizen may freely speak, write, and publish his sentiments on all subjects, being responsible for the abuse of the right; and no law shall be passed to restrain or abridge the liberty of speech, or of the press. In all criminal prosecutions for libel, the truth may be given in evidence to the jury, and if it shall appear to the jury, that the matter charged as libelous is true, and was published with good motives, and for justifiable ends, the party shall be acquitted. (See Const 1802, Art VIII, § 6.)

§ 14 Search warrants and general warrants.

The right of the people to be secure in their persons, houses, papers, and possessions, against unreasonable searches and seizures shall not be violated; and no warrant shall issue, but upon probable cause, supported by oath or affirmation, particularly describing the place to be searched and the person and things to be seized. (See Const 1802, Art VIII, § 5.)

§ 15 No imprisonment for debt.

No person shall be imprisoned for debt in any civil action, on mesne or final process, unless in cases of fraud. (See Const 1802, Art VIII, § 15.)

(3.f)

(3.f)

1

IV. Directions: (CD-1.1; SS-2.3.5)

Place the letter of the best answer on your answer sheet. You will need to use the Bill of Rights readings on page 3.f to answer the questions.

16. Which section of the Bill of Rights seems to guarantee Ohioans the right to calmly meet together?
    A) 3
    B) 9
    C) 11
    D) 15

17. Which section of the Bill of Rights would guarantee privacy?
    A) 4
    B) 7
    C) 14
    D) 15

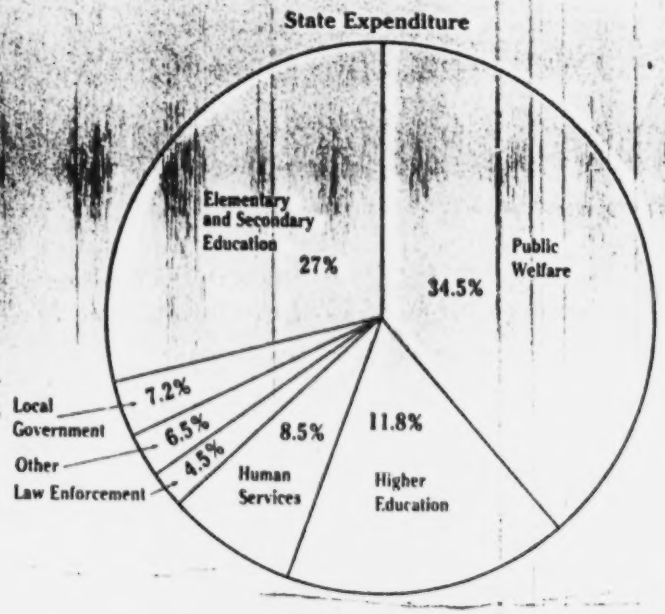
18. Which section of the Bill of Rights seems to guarantee that church schools can educate children?
    A) 7
    B) 8
    C) 9
    D) 11

19. Which section of the Bill of Rights requires a prisoner to be brought before a judge to see if there is enough evidence to have a trial?
    A) 1
    B) 5
    C) 8
    D) 14

20. The Bill of Rights does all of the following EXCEPT
    A) describes the freedoms of the people.
    B) guarantees the government has the final authority over the people.
    C) guarantees the right to own private property.
    D) guarantees the people the right to speak and write the truth.

V. Directions: (CD-1.2; 1.6 SS-2.2.2; 2.4.1)

Using the graph and chart below pick the best answer for each question and place it by the proper number on yo[illegible] sheet. DO NOT MARK ON THIS PAPER.



Ohio Coal
Production Trends

Year	Production -in tor
1970	55,136,699
1971	49,016,773
1972	50,577,531
1973	45,666,487
1974	45,074,596
1975	46,167,203
1976	46,803,891
1977	46,940,131
1978	40,094,185*
1979	43,527,651
1980	40,030,424
1981	35,416,294*
1982	36,906,301

Portion of decline due to United Mine Workers strike.

21. What is the largest expenditure in the budget of the State of Ohio?
    A) elementary and secondary education
    B) higher education
    C) state law enforcement
    D) welfare
22. Approximately how many times greater is welfare's expenditure than that of higher education?
    A) 2
    B) 3
    C) 22.7
    D) 407
23. The state government of Ohio plans to spend 1[illegible],000,000,000 (billion) dollars a year. Approximately how much will they spend on elementary and secondary education?
    A) $27.11
    B) $16,000,000
    C) $2,970,000,000
    D) $297,000,000,000
24. What is the trend in the mining of Ohio coal from 1973 to 1982?
    A) less coal is being mined
    B) more coal is being mined
    C) mining is like a teeter-totter, up and down
    D) other states are selling more coal
25. What is the most important reason for the trend in Ohio coal production from 1970 to 1982?
    A) Ohio's coal has high sulphur content
    B) strikes have caused consumers to buy coal from other states
    C) the American steel industry is not using as much coal
    D) electric companies are using less coal to make electricity
26. The State of Ohio collects a tax (severance) of 4 cents per ton on coal mined. How many dollars should Ohio have collected in 1982?
    A) $ 1,476,252.04
    B) $ 9,226,575.24
    C) $ 147,625,204.
    D) $ 922,657,524.

VI. Directions: (CO-1.3 SS-2.3.6; 2.3.7)

Choose the letter of the best answer and place it in the appropriate blank on the answer sheet.

27. In Ohio a minor is anyone fewer than _____ years of age.
    A) 17
    B) 18
    C) 19
    D) 21

28. A minor, without the permission of the local superintendent of schools, may do all of the following EXCEPT
    A) be employed at home.
    B) farm work for his grandparents.
    C) deliver newspapers
    D) work in a private business

29. Which of the following is NOT true concerning the employment of a minor fewer than 16 years of age?
    A) may work only after school hours on a school day
    B) must have a 30 minute rest after working 5 hours
    C) must work 3 or fewer hours on a school day
    D) must work 40 or fewer hours a week during vacation

30. How old must a person be to order or pay for beer in Ohio?
    A) 18
    B) 19
    C) 20
    D) 21

31. How old must a person be to order or pay for liquor in Ohio?
    A) 19
    B) 20
    C) 21
    D) 22

VII. (CO-1.4; SS-2.3.1, 2.3.5, 2.3.6, 2.3.7)

32. Which of the following professionals locate and study artifacts?
    A) Archaeologist
    B) Archivist
    C) Conservator
    D) Curator

33. Which of the following professionals is in charge of a museum?
    A) Archaeologist
    B) Archivist
    C) Conservator
    D) Curator

34. Cide is to kill as law is to
    A) enforce.
    B) ordinance.
    C) police.
    D) murder.

35. Segregation is to integration as discrimination is to
    A) assimilation.
    B) intimidation.
    C) pluarlism.
    D) racism.

36. Which jury decides if a person (defendant) is innocent or guilty?
    A) coroner's jury
    B) grand jury
    C) hung jury
    D) petit jury

(3.1) (3.i)

37. What is the legal term meaning the right to vote?
    A) initiative
    B) primary
    C) referendum
    D) suffrage

38. Which of the following terms best describes the economic system in Ohio?
    A) democracy
    B) federal
    C) capitalistic
    D) republic

39. What would the areas of Ohio with the fewest people living in them be called?
    A) metropolitan
    B) rural
    C) suburban
    D) urban

VIII. Directions: (CO-1.6; SS-2.3.2, 2.3.5, 2.3.7, 2.3.8)

Place the letter of the best answer for each question on the correct blank on your answer sheet. You may use the back of your answer sheet to compute the problems.

40. It is estimated the Hopewell people lived in Ohio in 100 B. C. Approximately how many years ago would this be?
    A) 1885
    B) 1985
    C) 2085
    D) 198,500

41. General Benjamin "Little Ben" Harrison was 1650 millimeters tall. How many inches tall is Little Ben? (a millimeter is .04 of an inch)
    A) 44.25
    B) 66
    C) 412.50
    D) 6600

42. The signatures of 10% of the electors are required to propose an amendment to the Ohio Constitution. How many signatures would it take to propose an amendment to the Ohio constitution if 4,644,223 people voted in the last general election?
    A) 46,442
    B) 464,422
    C) 3,644,223
    D) 46,442,230

43. Larry Lion purchased a new pair of jeans for sixteen dollars. Fayette County has a 1/2 cent sales tax on each dollar. How much county sales tax does Larry owe?
    A) 4 cents
    B) 8 cents
    C) 16 cents
    D) 32 cents

DO NOT MARK ON THIS PAPER

1

IX. Directions: (CO-1.9; SS-2.4.3; SM-3.05, 3.09, 3.10, 3.11)

Select the best answer and put the appropriate letter in the correct blank on your answer sheet.

44. Which would be the best organization to contact if you thought the cost of your utilities (gas, water, electric should not increase?
    A) AAA
    B) DPL
    C) EPA
    D) PUCO
45. Which would be the best organization to contact if you were concerned about the public schools?
    A) board of education
    B) commissioners
    C) council
    D) Washington Club
46. What is the law making body for the City of Washington Court House?
    A) commissioners
    B) council
    C) general assembly
    D) trustees
47. Which of the following civic organizations is most concerned with improving the cultural climate? of our community?
    A) Fayette County Humane Society
    B) Fayette County Historical Society
    C) Washington Lions Club
    D) Washington Club
48. What is the most important purpose of zoning laws in Washington C. H.?
    A) attract industry
    B) for health and safety
    C) create de jury segregation
    D) protect property values

X. (CO-1.11; SS-2.3.4, 2.3.5, 2.4.1, 2.4.5)

49. Who was the "Father of Ohio's Statehood."
    A) Putnam
    B) Tiffin
    C) Wayne
    D) Worthington
50. All of the following were active on the underground railroad in Fayette County EXCEPT
    A) Gus West.
    B) Harriet Beecher Stowe.
    C) Moses Rawlings.
    D) Pastor Dickey.
51. All of the following were famous generals from Ohio during the Civil War EXCEPT
    A) Philip Sheridan
    B) Stonewall Jackson
    C) Ulysses Grant
    D) William T. Sherman
52. Which of the following Ohio writers was a great conservationists?
    A) James Rhodes
    B) Louis Bromfield
    C) Paul Dunbar
    D) Teddy Roosevelt

1

-DO NOT LOOK BEYOND THIS POINT UNTIL INSTRUCT

53. Which of the following ethnic groups made the greatest contribution to building the canals across Ohio?
    A) Africans
    B) Amish
    C) Irish
    D) Slovaks
54. What Ohioan was the first man on the moon?
    A) Eddie Rickenbacker
    B) James Lovell
    C) John Glenn
    D) Neil Armstrong

XI. (CO-1.12; SS-2.2.2, 2.3.3, 2.3.6, 2.3.7, 2.3.8; SM-3.08, 3.09, 3.12)

55. All of the following indicate Ohio was once covered by water EXCEPT
    A) clay
    B) limestone
    C) salt
    D) sandstone
56. What year did Ohio become a state?
    A) 1776
    B) 1803
    C) 1810
    D) 1812
57. What was so unique about the laying out (surveying) of Washington Court House?
    A) it was laid out at an intercardinal (45° angle) direction
    B) it was laid out at cardinal (north, south, east, west) directions
    C) it was laid out (surveyed) by George Washington
    D) it was laid out on land owned by George Washington
58. What was the worst man made disaster in Fayette County history in terms of lives lost?
    A) Funk Fight
    B) Millikan Dam War
    C) Riot of 1894
    D) Smith lynching
59. What two great historic events were the result of efforts made mostly by women?
    A) collective bargaining and child labor laws
    B) lottery and capital punishment
    C) no slavery and trial by jury
    D) universal suffrage and prohibition
60. What United States president with Washington Court House connections was involved with scandals?
    A) Grant
    B) Harding
    C) Nixon

XII. Directions: (CO-1.5; SS-2.3.8)

On your answer sheet put a F if the statement is fact and an O if the statement is an opinion.

61. Ohio places an excise tax of twelve cents on each gallon of gasoline sold to highway users.
62. The lottery tax destroys the morals of people.
63. A property tax of $30. per $1,000 of property valuation discourages people from improving their property.
64. The government of Fayette County charges a 1/2 per cent sales tax.

OHIO SOCIAL STUDIES
PRE & POST TEST
ANSWER SHEET

_____
first name middle initial last name
Date_____/_____/_____
Class period_____
Date of birth_____/_____/_____

_____
elementary school since the third grade

Students please ignore information in parentheses ().

(Competency sections	questions	competent number)
(I, II & III	1-15	12)
(total test	1-70	22)

Please check to see that you are marking the correct number.
Your answers should be <u>one</u> of the following letters A, B, C, or D.
Please get out a piece of notebook paper for figuring math problems.

(I.)
1._____
2._____
3._____
4._____
5._____
(II.CO-1.2)
6._____
7._____
8._____
9._____
10._____
(III.CO-1.2)
11._____
12._____
13._____
14._____
15._____
(IV.CO-1.1)
16._____
17._____
18._____
19._____
20._____
(V.CO-1.2,1.6)
21._____
22._____
23._____
24._____
25._____
26._____
(3.n)

(VI.CO-1.3)
27._____
28._____
29._____
30._____
31._____
(VII.CO-1.4)
32._____
33._____
34._____
35._____
36._____
37._____
38._____
39._____
(VIII.CO-1.6)
40._____
41._____
42._____
43._____
(IX.CO-1.9)
44._____
45._____
46._____
47._____
48._____

(X.CO-1.11)
49._____
50._____
51._____
52._____
53._____
54._____
(XI.CO-1.12)
55._____
56._____
57._____
58._____
59._____
60._____
(XII.CO-1.5)
61._____
62._____
63._____
64._____
(XIII.CO-1.7,)
(1.8, 1.10)

DO NOT MARK IN THIS SECTION section	possible	pre	post
I	5		
II	5		
III	5		
IV	5		
V	6		
VI	5		
VII	8		
VIII	4		
IX	5		
X	6		
XI	6		
XII	4		
XIII	6		
TOTAL	70		

Pre test comments:

Post test comments and intervention suggestions:

_____/_____/_____
Date of successful completion

(3.n)

XIII. Directions: (CO-1.7, 1.8, 1.10; SS-2.2.1, 2.2.2, 2.4.1, 2.5)

On the back of your answer sheet you may write up to 150 words (1/2 to 3/4 of a page) on either or both of the following two subjects.

1. Governor Celeste believes Ohio's future is bright because we live in the water belt. Explain and justify his belief.

2. Teddy Roosevelt and Louis Bromfield believed that a country must have rich top soil to have a strong future. Explain and justify their belief.

Ohio related facts, neatness, grammar, and organization will all be considered when grading. You may earn up to six points on this essay.

Please do not write over the limit.

i t i s

f i n i s h e d

(3.m) (3.m)

Taylor WMS '84
3.11 Public Meetings

NAME_____

To encourage students to attend public meetings we will reward students with an A if they attend a meeting and give a report about the meeting to the class.

Upon successful completion of this assignment the student will be able to:

1. Relate to the class the work of a particular public or civic organization.
2. Tell the class who the leaders of a particular organization are.
3. Explain the concept of a representative democracy.

The following procedure must be followed:

1. Students are to have advanced teacher permission.
2. No more than two students from each period may receive credit for a particular meeting.
3. If students agree to go to the meeting they must go or take a detention.
4. Students shall dress nicely for the meeting.
5. Students should be five minutes early.
6. Students are not to talk unless spoken to.
7. If the meeting lasts over two hours the students may leave.

The following information is to be secured:

1. The purpose of the organization.
2. The leaders of the organization.
3. How one becomes a member of the organization.
4. A summary of the business of the meeting.
5. Additional information that the class or instructor requests.

Approved meetings:

Washington C.H. Board of Education	Washington C.H. City Council
7:30 p.m.	7:30 p.m.
323 East Paint Street (Middle School)	215 East Market Street
first and third Monday	second and fourth Wednesday
Carnegie Public Library	Fayette County Memorial Hospital
4:30 p.m.	5:30 p.m.
127 South North Street	hospital conference room
second Wednesday	third Monday
Fayette County Commissioners	Fayette County Board of Mental Retardation
10:00 a.m.	7:30 p.m.
court house	South Fayette Street (Sunnyside School)
each Monday	fourth Wednesday
The Washington Club	Fayette County Historical Society
7:00 p.m.	7:30 p.m.
location varies	East Court Street (Museum)
second Thursday	first Thursday
Fayette County Agricultural Society	Fayette County Humane Society
7:30 p.m.	7:30 p.m. (8:00 p.m.daylight savings)
fairgrounds (Mahan Bldg.)	public library
first Monday	second Wednesday (no July or November meeting)

With advanced approval other civic, governmental, health, and political meetings may be attended for credit.

4 4

WASHINGTON MIDDLE SCHOOL
BOX 520
WASHINGTON COURT HOUSE, OHIO 43160
Phone 335-0291

Principal
Benjamin G. Roby

Dear Parents,

has missed detention for me two times this nine weeks. Normally I paddle the student after the third miss. If you would like to speak with me, please call 335-0292 between 1:00 p.m. and 1:15 p.m.

Please sign this letter and send it back in.

Sincerely yours,

John P. Taylor

_____
(signature)

2.1 Introduction to Ohio Name_____

Upon successful completion of this unit the student will be able to:

1. Select Ohio's symbols from a list.
2. Explain the meaning associated with the Ohio flag.
3. Interpret the symbolic meaning associated with the Great Seal of Ohio.
4. Place Ohio and neighboring states on an U.S. outline map.

Unit assignments for:

Day 2 Read Ohio's Heritage pages IX to XI.
Place in the states bordering Ohio on the United States outline map.
Day 3 Test

In class work for:

Day 1 Pass out books and record numbers. Student please write in your name and homeroom. Pass out Ohio road maps furnished by Ohio Department of Transportation (ODOT).
Day 2 Discuss reading assignment. Check map assignment. Read about Ohio's symbols in the Ohio Capital's pamphlet from the Secretary of State. Review for the test.

Test competency:

The student must correctly answer 11 of the 14 objective questions to be considered competent on this test. Students scoring less than eleven must repeat the test daily, at the teacher's convenience, until the student answers 11 correctly. Suggested times to retake the test are before school, study hall, lunch, or after school. Upon making competency the student shall receive the grade they earned on the test, or a D, whichever is higher.

0 Miles 321
0 Kilometers 405
0 Miles 550
0 Miles 30

Unit 2.1 Ohio Introduction Test Do not write on this paper.

Number your answer sheet from 1 to 7. Write in the correct letter beside the proper number of Ohio's symbols.

1. Ohio's stone	a. Apple cider	h. Buckeye
2. Ohio's song	b. "With God all things are possible"	i. Coal
3. Ohio's motto	c. Beautiful Ohio	j. Bee
4. Ohio's flower	d. "In God we trust"	k. Maple
5. Ohio's tree	e. Tomato juice	l. Flint
6. Ohio's insect	f. Scarlet carnation	m. Red rose
7. Ohio's drink	g. Lady Bug	

Write a paragraph explaining the meaning of the picture on The Great Seal of Ohio.

Write a paragraph explaining the meaning behind Ohio's flag.

Number your answer sheet from one to seven. Write in the name of the state or province that borders Ohio.

1.
2.
3.
4.
5.
6.
7.

5.0 5.

Taylor WMS '84
2.2.1 Weather, Climate, and Water of Ohio Name_____

Civilizations crumbled when water supplies failed or were poorly managed. World Book Encyclopedia

Upon successful completion of this unit the student will be able to:

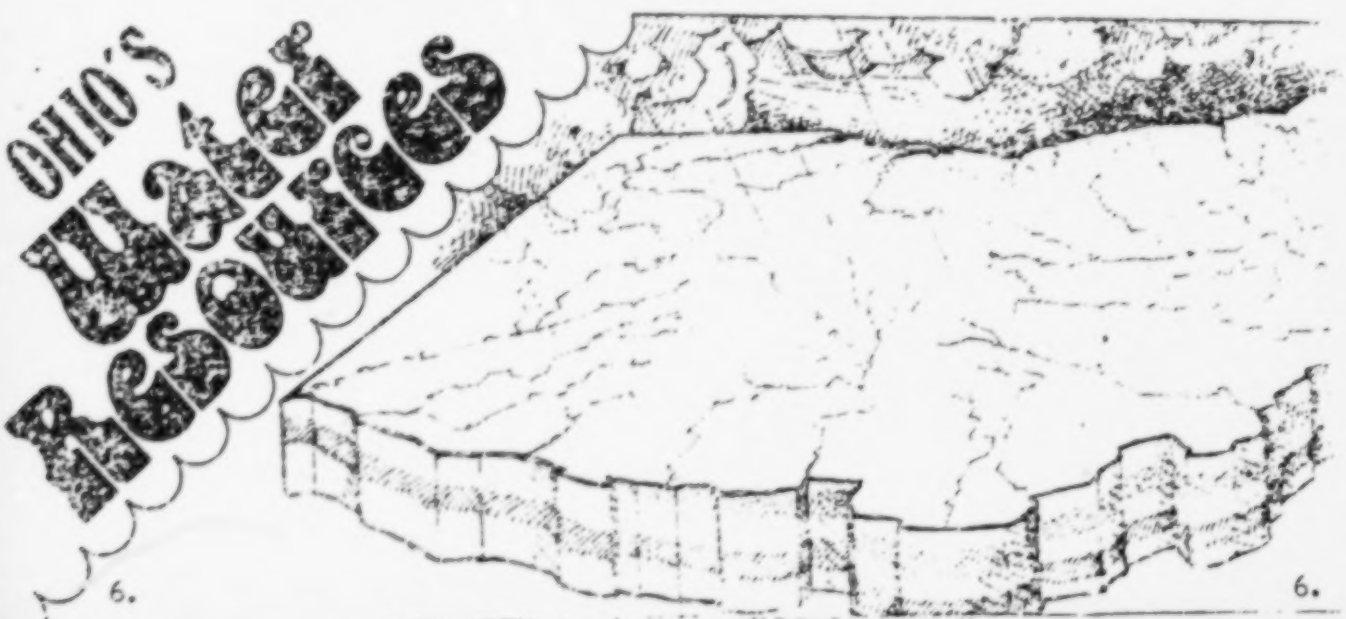
1. Identify Ohio's most important surface water bodies.
2. Match important Ohio water related sites.
3. Identify the value of local and state water resources and discuss the problems related to those resources.
4. Match vocabulary terms related to weather, climate, and water.

Unit assignments for:

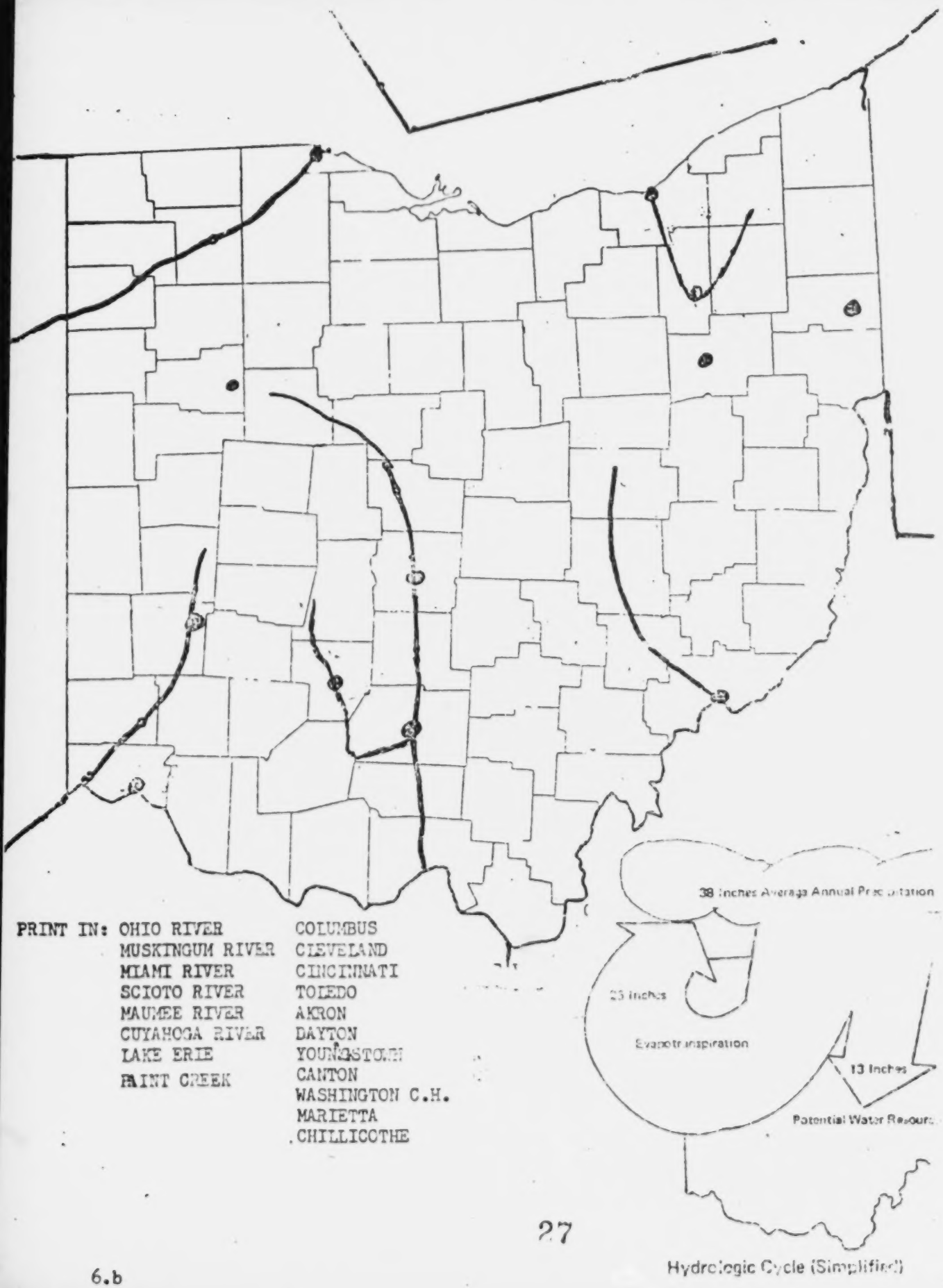
Day 1 Read Burke pp. 7-8.
Day 2 Fill in the map on the back of this assignment sheet. You may use your Ohio road map to locate the streams and cities.
Day 3 Locate Grand Lake St.Mary's, Fairport Harbor (Marine Museum), Ohio River Museum at Marietta, Vermilion (Great Lakes Museum), and Blue Hole on your Ohio road map. Place them on the map on the back of this assignment sheet.
Day 4 Locate "Lake Erie" in a reference book, read the article and summarize in 1/2 page; include the value and problems of the lake. Read p. 195 in Burke.
Day 5 Locate "Ohio River" in a reference book, read the article and summarize in 1/4 page.
Day 6 Student representatives to the Ohio Water Company.

In class work for:

Day 1 Discuss the assignment. Lecture from the Ohio Almanac on Ohio weather extremes.
Day 2 Check the assignment. Show and discuss the filmstrip Ohio Water.
Day 3 Check the assignment and add notes from the class discussion.
Day 4 Discuss the assignment and add notes from the class discussion.
Day 5 Discuss the assignment and add notes.
Day 6 Discussion of local water resources.
Day 7 Test. For the essay question be able to discuss the value, problems, and conservation of Ohio's water resources.



6. 6.



PRINT IN:

OHIO RIVER	COLUMBUS
MUSKINGUM RIVER	CLEVELAND
MIAMI RIVER	CINCINNATI
SCIOTO RIVER	TOLEDO
MAUMEE RIVER	AKRON
CUYAHOGA RIVER	DAYTON
LAKE ERIE	YOUNGSTOWN
PAINT CREEK	CANTON
	WASHINGTON C.H.
	MARIETTA
	CHILLICOTHE

Hydrologic Cycle (Simplified)

6.b

Taylor WMS '84
2.2.1

LOCAL WATER ASSESSMENT

Name_____

Two representatives of each class will be chosen to meet with the manager of the Ohio Water Company, Jack Lago. (The students will be given a plant tour, slide presentation, and an interview.) The following day the students will make a presentation to their classes about the meeting.

1. What chemicals do you use to clean and purify the water?

2. Do we have any natural fluoride in the water? Do you put fluoride in the water?

3. Does the water have any salts that may hurt people with heart trouble?

4. Does our water have any dangerous chemicals from industries or agriculture?

   Does the water company make any special provisions in May and June to prevent farm chemical contamina

5. Are there any lead pipes left in Washington for transporting water?

   If so are they a health hazard?

6. Does the government require safety samples? How often do you have to take them?

7. How much water pressure does it take the fire department when they are fighting a fire?

8. Do we have enough water pressure in the new areas of Washington, like Storybrook?

9. Who owns the fire hydrants? Who must keep them up?

10. How will you be involved in the renewal of the North Shore area?

11. How much of the wate[illegible]at you clea[illegible] underground [illegible]ore it gets to your [illegible]etomers?

12. What have you done to eliminate the water shortage problem we had two summers ago?

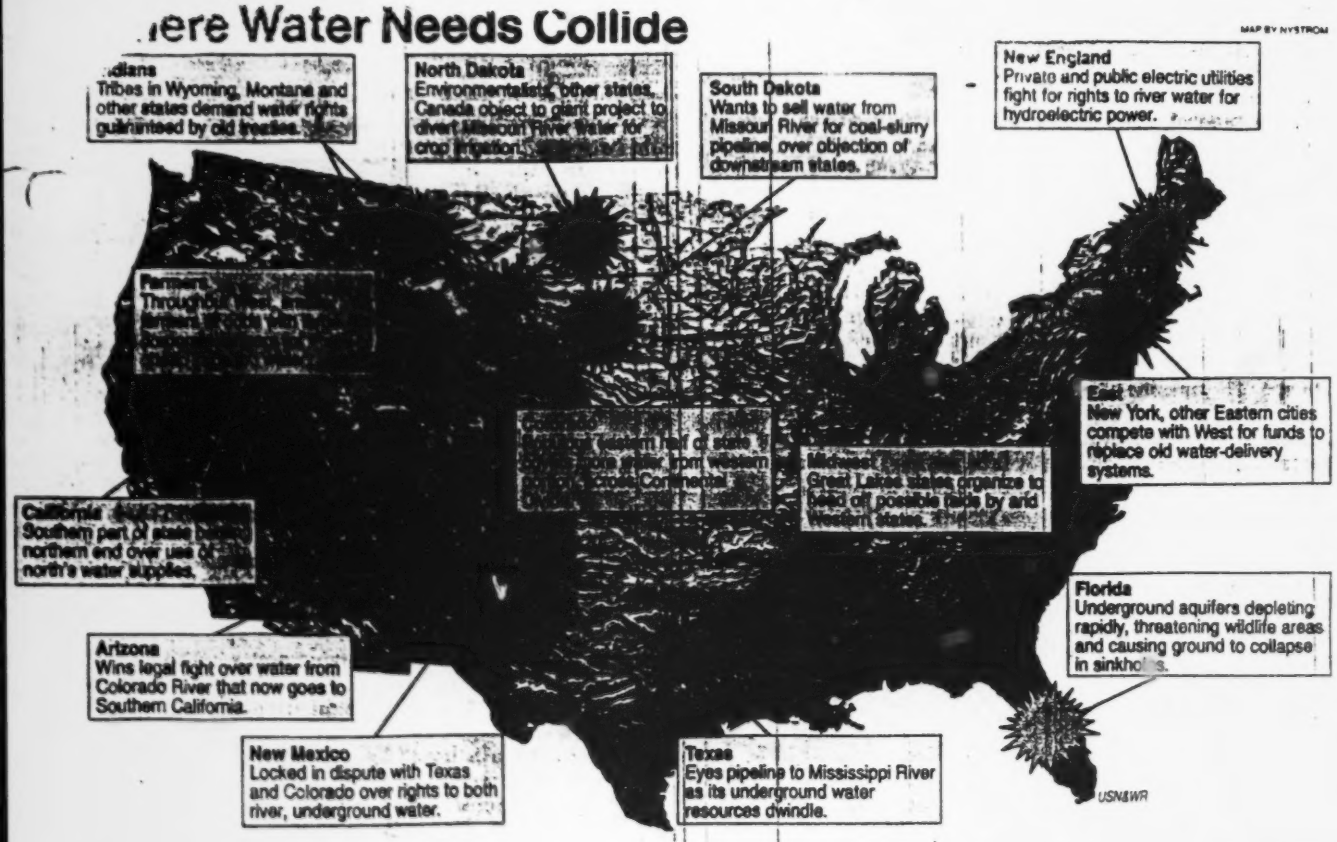
13. Do we have adequate water resources to attract new industry?

14. Is there an advantage of city water over each person having his own well?

15. Is there an advantage of private ownership rather than city ownership of the water company?

16. Why don't we have a county water system like Ross County?

17. If someone was dissatisfied with the water service, what channels should they go through to solve the problem?


ere Water Needs Collide
MAP BY NYSTROM
North Dakota
Environmentalists, other states, Canada object to giant project to divert Missouri River water for crop irrigation.
South Dakota
Wants to sell water from Missouri River for coal-slurry pipeline over objection of downstream states.
New England
Private and public electric utilities fight for rights to river water for hydroelectric power.
New York, other Eastern cities compete with West for funds to replace old water-delivery systems.
Florida
Underground aquifers depleting rapidly, threatening wildlife areas and causing ground to collapse in sinkholes.
Arizona
Wins legal fight over water from Colorado River that now goes to Southern California.
New Mexico
Locked in dispute with Texas and Colorado over rights to both river, underground water.
Texas
Eyes pipeline to Mississippi River as its underground water resources dwindle.
USN&WR

58 U.S.NEWS & WORLD REPORT, Oct. 31, 1983

The Water Belt Fights Back

Nervously aware that the booming sun belt is eying their vast water supplies, states in the upper Midwest are moving to head off raids on the Great Lakes, which constitute the largest body of fresh water on earth.

Already, states along the Great Lakes have been approached about providing water for coal-slurry pipelines. Other planners have dreamed for decades of gigantic canal

60 U.S.NEWS & WORLD REPORT, Oct. 31, 1983

projects that would transport Great Lakes water to the Southwest. Although high costs make these projects unfeasible for now, the mere fact that they are on the drawing boards makes Great Lakes states uneasy.

One newly formed group, the Council of Great Lakes Governors, has vowed to be "unyielding in our opposition to any effort to divert our water resources to other states." Ontario's Natural Resources Minister Alan Pope has warned that Canada also will fight any plan to remove water from the Great Lakes.

Some Midwestern governors believe the region's ample water supply eventually will help regain some of the economic edge it has lost to the sun belt over the past two decades because of a cold climate and high labor costs.

Says Ohio Governor Richard Celeste: "I hope this region becomes known as the water belt of our nation, for we are just th[illegible]nd in the competition—national and global during the [illegible]g decade—we who live in the water belt ... should [illegible]ave a substantial advantage if we are determined to seize it."

1. Should national or state interest be of the most concern?
2. Should water be moved to people or should the people move to the water?
3. Should the taxpayer contribute more money toward the research for finding inexpensive ways to use salt water?
4. Should high sulphur coal restrictions be lifted so industry will not have to use water to transport low sulphur western coal to the east?
5. What problems will occur if water from the Mississippi or the Great Lakes is used for the southwestern United States?

30

6.e

6.e

WASHINGTON MIDDLE SCHOOL
BOX 520
WASHINGTON COURT HOUSE. OHIO 43160
Phone 335-0291

Principal
Benjamin G. Roby

9/7/84

Dear Parents,

In Ohio Social Studies we are studying Ohio's water resources. Monday or Tuesday we will be taking your child and nine other students to visit the Ohio Water Company facilities. We will need your permission to permit us to take your child, please sign below.

Thank you,
John P. Taylor
John P. Taylor

_____
(student name)

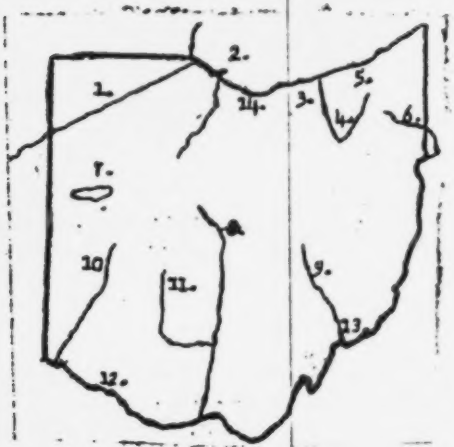
_____
(parent signature)

Ohio 2.2.1 Test Ohio Weather, Climate, and Water

DO NOT WRITE ON THIS PAPER.

Number your answer sheet from one to fourteen. Place in the letter that best matches the question.

1. Navigable harbor river of northwest Ohio.	a.St.Mary's
2. Ohio's largest and most important lake.	b.Maumee
3. Great Lakes Museum and Fish Festival.	c.Erie
4. Harbor river of northeast Ohio.	d.Cuyahoga
5. Lake Museum and lighthouse.	e.Fairport Harbor
6. River of the "Steel Valley".	f.Marietta
7. Ohio's largest man made lake.	g.Vermilion
8. The Ohio River's longest tributary.	h.Scioto
9. The "Hudson of Ohio".	i.Mahoning
10. River in southwest Ohio.	j.Muskingum
11. Said to be the "world's longest creek.	k.Paint
12. River that marks Ohio's southern border.	l.Miami
13. Ohio River Museum.	m.Ohio
14. Famous spring of unknown depth.	n.Blue Hole



The map at the left shows the location of each of the fourteen water related sites listed above.

Number your paper from one to ten. Write in the letter of the correct answer.

1. Weather	a. Study of weather
2. Climate	b. Bad wind storm
3. Tributary	c. Bad snow storm
4. Navigable	d. A stream flowing into a larger stream
5. Meterology	e. Day to day atmospheric conditions.
6. Tornado	f. Weather over a long period of time
7. Blizzard	g. A stream that boats can travel on
8. Port	h. Left side of a boat
9. Starr	i. An elevated land that seperates watersheds
10. Divide	j. Right side of a boat

Discuss the importance, the problems, and conservation of Ohio's waterways.

Taylor WMS '84 NAME_____

2.2.2 Ohio Geology and Minerals

Upon successful completion of this unit the student will be able to:

1. Select on a map famous and important Ohio geological features.
2. List resources left in Ohio by the oceans, swamps, and glaciers that once covered Ohio.
3. Write an essay discussing current problems of the Ohio coal industry; stating possible solutions and their implications.
4. Compute selected problems related to the Ohio mineral industry.

Unit assignments for:

Day 2. Read Burke and Davidson pp. 3-5 and 9-11.
Day 3. Locate "Geology" in an encyclopedia or careers book. Read the part of the article about careers in geology and summarize in one-half page.
Day 4. Locate "Ohio" in an encyclopedia. Find the subheading "Mining" or "Minerals". Read the article and summarize in one-half page.
Day 6. Locate "Coal" in World Book Encyclopedia. Read the article under one of the following subheadings: "Strip Mining", "Cleaning Coal", "Shipping Coal", "Mine Safety", or "Coal Research". Summarize the article in one-half page.

In class work for:

Day 1. Watch, discuss, and take notes on the TV show What is Ohio.
Day 2. Discuss and exchange notes on the assignment. Read, discuss, and take notes on the ODNR pamphlet Ohio Glaciers.
Day 3. Review the assignment. View, discuss, and take notes on the filmstrip Ohio Minerals.
Day 4. Discuss and exchange notes on the assignment. Read, discuss, and take notes on the ODNR pamphlet Oil and Natural Gas.
Day 5. Read, discuss, and take notes on the ODNR pamphlet Flint. View, discuss, and take notes on the TV show Ohio Sedimentary Rocks.
Day 6. Review and exchange notes on the assignment. Watch, discuss, and take notes on the Ohio Coal filmstrip.
Day 7. View, discuss, and take notes on the TV show Ohio's Fossil Fuels. Read, discuss, and take notes on ODNR pamphlet Coal.
Day 8. Watch, discuss, and take notes on the TV show Ohio's Sand, Gravel, and Clay. Read, discuss, and take notes on the ODNR pamphlet Ohio's Earthquakes.
Day 9. Watch, discuss, and take notes on the Ohio Geological Survey's film The Search.
Day 10 Ohio Geology and Mineral Test.

Unit competencies.

The student must turn each assignment in on time or stay after school daily until the work is completed.

7. 7.

Simco-Peabody Surface Mine

Columbus and Southern Ohio Electric Company uses the energy already present in coal to make a more usable and convenient form of energy — electricity. East of Conesville Station lies 30,000 acres of coal mining land which is partly owned and partly leased by the company.

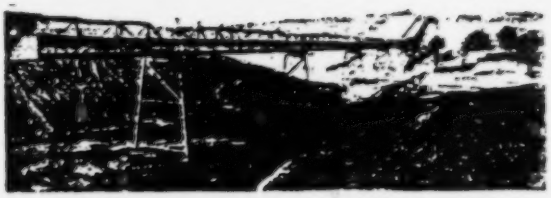
The Peabody Coal Company supplies the mining expertise and knowledge to mine this land in the joint coal mining venture called Simco-Peabody Surface Mine.

What is surface or strip mining?

When coal is found close to the surface or on hillsides, surface mining is used. In surface mining all workers and equipment are above ground. In contrast, coal lying deep beneath the surface of the earth is extracted by a method called underground or deep mining. Deep mining has the potential for being more dangerous since men and equipment must go beneath the earth. Surface mining is a safe and more economical method of mining coal and is used for over half the coal mined in the United States.

Steps in surface mining.

1. **Purchase rights** to mine land.
2. **Obtain necessary permits.** Must meet all federal and state regulations controlling surface mining and reclamation of land after mining.
3. **Remove vegetation.** Usable timber is cut and removed. Remaining limbs and brush materials are chipped by private contractor and sold to a local company which produces cardboard.
4. **Remove topsoil.** Topsoil is scraped off by large earthmovers called pans. These pans cost about $350,000 each and hold about 22 cubic yards of soil. The topsoil is stockpiled and seeded to minimize erosion and will eventually be replaced during the reclamation process.
5. **Haul roads** are constructed on the cleared surface.
6. **Blasting.** Vertical holes, 9-7/8 inches in diameter, are drilled through the overburden to the top of the coal seam with a drill rig. Bagged or bulk nitrate is placed in the holes with detonators. Nitrate is fertilizer, and when mixed with fuel oil in granular form, acts as the blasting material. The blasting loosens the overburden (earth and rock) before the Coal Chief begins to remove it to uncover the coal seam.
7. **Remove overburden.** The Coal Chief removes the overburden from the coal seam and deposits it in a previous cut from which the coal has already been mined.



8. **Removing and transporting the coal to the conveyor.** A small front-loader power shovel loads the coal into a truck which hauls 120 tons of coal each trip to the beginning of the electric overland conveyor which carries the coal 10¼ miles to the Conesville Generating Station. The coal travels this distance to the Conesville Station in approximately one hour and 45 minutes. Each month Simco-Peabody mines about 72,000 tons of coal.
9. **Reclamation.** Federal and state laws require all mined land to be restored to its original condition. Simco-Peabody officials plan the reclamation process before digging begins. In many cases land is left in better condition than before mining started.

Facts about reclamation.

1. One-half of the 200 miners employed by Simco Peabody are involved in reclaiming the land.
2. In 1982 the cost of reclaiming each acre of land was about $18,000.00.
3. The reclamation process usually takes 5 years or longer to complete.
4. Forty (40) percent of the cost per ton of coal can be attributed to reclamation costs.

The Dragline.

The dragline, another huge shovel, is used primarily in reclaiming or rebuilding the land to its natural state. The dragline was assembled on location and cost $3.5-million. Instead of cutting its own path through the coal field as the Coal Chief does, the dragline works from the top of a hill, reaching down to pull the overburden off the coal seam, or replace it in the reclamation process.

After the overburden has been put back in place, crews replace the topsoil and remove rocks and other debris. They then cultivate the land before adding fertilizer, seed and trees.

Credit: A promotional flyer of the American Electric Power System.

TAYLOR WMS '84
2.2.2 Test Ohio Geology and Minerals

DO NOT WRITE ON THIS PAPER

Number your answer sheet from one to ten. Answer the number with the proper letter. The map shows the location of the geological feature.

1. Lake Erie island famous for glacial grooves.
2. Early iron producing region.
3. The deepest salt mine in the United States.
4. The deepest limestone mine in the United States.
5. The largest sandstone mine in the United States.
6. Famous prehistoric Indian stone mining area.
7. Ohio's earthquake capital.
8. Highest point above sea level in Ohio.
9. Southeastern ending point of the glacier.
10. Pottery "captial" and museum.

a. Barberton
b. East Liverpool
c. Fairport Harbor
d. Anna
e. Terminal moraine
f. South Amherst
g. Flint Ridge
h. Kelly's
i. Hanging Rock
j. Campbell Hill

7.c

7.c

Number your answer sheet from one to ten. Choose the letter of the mineral that was left in Ohio as a result of the following action.

Four minerals left by the ocean.
1.
2.
3.
4.

Three minerals that were left by the glacier
5.
6.
7.

Three minerals left by the swamps.
8.
9.
10.

a. sand
b. gravel
c. shale
d. oil
e. natural gas
f. clay
g. till soil
h. coal
i. limestone
j. salt
k. gypsum

DO NOT WRITE ON THIS PAPER

On the back of your answer sheet compute the following problems:

1. There are twenty-three thousand (23,000) geologists in the United States; seventy percent (70%) work in the mining industry. How many geologists work in the mining industry?

2. This fall the Fayette County Commissioners plan to order eight hundred thousand pounds (800,000) of road salt for the county highway department. They received a bid of twenty-seven dollars and fifty cents per ton ($27.50) from the International Salt Company of Cleveland. How much will the salt cost the taxpayers of Fayette County?

Write an essay discussing current problems of Ohio's coal industry; stating possible solutions and their implications.

7.d

7.d

Taylor WMS '84
2.3 Prehistoric and Historic Indian Life in Ohio Name_____

Upon successful completion of this unit the student will be able to:

1. Match selected research and career terms with definitions.
2. Identify famous Indian sites on an Ohio map.
3. Compute time span when dealing with B.C. and A.D. figures.
4. Write an essay comparing and contrasting lifestyles of the Ohio Indians with citizens today using appropriate sociological terms.

Unit assignments for:

Day 2 Read Burke and Davison pp.15-21
Day 3 Circle the following on your Ohio road map: Flint Ridge, Fort Ancient, Fort Hill, Inscription Rock, Leo Petroglyph, Miamisburg Mound, Mound Cemetery, Mound City, Newark (Newark Mounds, Octogon Mound, Prehistoric Indian Art Museum), Seip Mound, Serpent Mound, Tarlton Cross Mound, and Tremper Mound.
Day 4 Read Burke and Davison pp. 21-26
Day 5 Using an encyclopedia, dictionary, or careers handbook locate and read about each of the following museum and historian job titles: curator, cultural anthropologist, archaeologists, archivists, conservators, preparators, and designers. Summarize the work that each person does in one sentence.

In class work for:

Day 1 Watch, discuss, and take notes on the TV show The First Ohioans. Preview Ohio's Heritage pp. 15-21.
Day 2 Review assignment and add notes to it. Watch, discuss, and take notes on the TV show Vanished Ohioans.
Day 3 Review and add notes to the assignment. Preview Ohio's Heritage pp. 21-26.
Day 4 Review assignment and take notes. Watch, discuss, and take notes on the TV show The First People to See Ohio.
Day 5 Discuss and add notes to the assignment. Divide into groups of four to discuss and take notes on the essay question on the test.
Day 6 Test

Unit competencies:

The student must correctly answer eight of the eleven research and career terms listed on the test or repeat that section daily until he/she does.

Prehistoric people left their mark on Fayette County.

1. Dumpling Hill in Jefferson Township appears to have been a ceremonial mound.
2. A gravel pit near the Snow Hill Road at Sugar Creek contained several skeletons of Indians that had met a violent death.
3. The most famous artifacts thought to be left by the Indians are iron furnaces which were found near the Robinson Road trailer park.
    a. Were similar to furnaces used by the Vikings.
    b. Are on display at the Fayette County Museum.

The Twigtee tribe (Miami) was the name of the historic Indians that lived in Fayette County.

1. They were fishermen, hunters, and corn farmers.
2. They lived in houses made of tree limbs, trunks, and bark roofs.
3. Few Indians lived in Fayette County because it was swampy.
4. The Miami Trace (trail) was the most famous Indian trail through our county.
    a. It connected the Miami villages to the west with the hunting grounds and salt licks near the Pickaway Plains in central Ohio.
5. The last native Indian died near Culpepper.
6. Indian Creek in Wayne Township was the scene of two notorious Indian murders. See if you can find someone that knows the stories?

8.b

Taylor WMS '84 DO NOT MARK ON THIS P.
2.3.1 Test The First Ohioans

Number your answer sheet from one to eleven. Write the best answer for each term by the number. You may use the answers as many times as you wish.

1. Ancient	a. Things people make
2. Anthropologists	b. Before written records
3. Archaeologist	c. Written records
4. Archivist	d. Professionals that locate and study artifacts
5. Artifact	e. All the things people make and do
6. Archaic	f. Studies the origin and development of man
7. Conservators	g. Preserves and restores museum artifacts
8. Culture	h. The old ones
9. Curator	i. Keeper of historical documents
10. History	j. In charge of a museum
11. Prehistoric	k. Builds museum displays

Number your answer sheet from one to ten. Write the letter of the best answer beside the number.

1. Famous prehistoric writings on Kelly's Island	a. Miamisburg Mound
2. Famous prehistoric writings in Jackson County	b. Newark
3. Ohio's highest conical mound	c. Inscription Rock
4. Prehistoric community center on the Little Miami River	d. Serpent Mound
5. Prehistoric city on the banks of the Scioto River	e. Tarlton Cross
6. Prehistoric stone quarry	f. Ft. Hill
7. Mysterious "T" shaped mound in Fairfield County	g. Mound City
8. Hill top enclosure in Highland County	h. Flint Ridge
9. The world's largest effigy mound	i. Ft.Ancient
10. The world's first prehistoric Indian art museum	j. Leo Petroglyph

The below map may help you decide which is the best answer for the above questions.

8.c continue on the back 8.c

Number to one on your answer sheet. Answer the following question by computing the problem on the answer sheet.
It is estimated that the Glacial Kame people lived in Ohio 1,000 B.C., how many years ago was this?

Write an essay comparing and contrasting the lifestyles of the Ohio Indians with the citizens of Ohio today using as many of the following terms as possible: effigy, band, clan, kame, shaman, charnel house, extended family, nuclear family, cremation, utensils, and council.

DO NOT WRITE ON THIS PAPER

8.d

Taylor WMS '94 Name_____

2.3.2 Exploration and Early Settlement (1615-1791)

Upon successful completion of this unit the student will be able to:

1. Match historic Indians and frontiersmen with their unique contributions.
2. Match early Ohio settlement areas with the origin of the settlers.
3. Write an essay describing the purposes, history, and the role of Ohio townships today.
4. Select on a map the proper location of the townships in Fayette County and the neighboring counties.
5. Fill in a map and write a paragraph neatly.

EXPLORATION AND EARLY SETTLEMENT CHRONOLOGY

-1615 E'tienne Brule' may have been the first non-Indian to see Ohio. (French)
-1634 Jean Nicolet explored Ohio. (French)
-1655 Iroquois Indians committed genocide against the Erie Indians.
-1669 Louis Joliet travels on Lake Erie. (French)
-1670 Rene' Robert Cavalier, Sieur de LaSalle travels down the Ohio River. (French)
Missionaries and traders are moving into Ohio.
-1685 Johannes Rooseboom, a fur trader, reaches Ohio on business. (English)
-1688 La Hontan explores Ohio. (French)
-1700 Indians begin moving back into Ohio from the eastern states.
-1740 The Hudson Bay Company trades with the Ohio Indians. (English)
-1745 Fort Sandusky built. (English)
-1749 Celoron de Bienville claims Ohio by burying lead plates along the Ohio River. (French)
-1750 Christopher Gist was sent to survey Ohio. He was probally the first non-Indian to be in what is now Fayette County. (English)
-1754 French and Indian War starts.
-1760 French lose the French and Indian War.
-1763 France gives up Ohio to England in the Treaty of Paris.
Pontiac continues attacking British forts and settlers.
England establishes Appalachian dividing line.
-1764 Bouquet and Bradstreet force the Indians into peace in Ohio.
-1772 Moravian missionaries move into Ohio to Christianize the Indians.
-1774 Quebec Act passed by Britian, making Ohio a part of Canada.
Chief Logan's relatives murdered by frontiersmen; provoking his revenge.
Lord Dunmore's War forces the Indians into peace.
Dunmore's soldiers request the colonies be freed from British rule (Fort Gower Resolves).
-1776 Revolutionary War starts with England.
-1777 Chief Cornstalk and his son were murdered by frontiersmen.
-1778 Fort Laurens, the only American fort in Ohio in the Revolutionary War, was built in Ohio.
-1782 Last shots fired in the Revolutionary War.
Indians at Gnadenhutten Indian Mission massacred by frontiersmen.
Colonel Crawford was tortured as an act of revenge for the Gnadenhutten incident.
-1783 Treaty of Paris ends the Revolutionary War.
-1784 Iroquois Indians cede their claim to the lands north of the Ohio River.
-1785 Land Ordinance of 1785 divides Ohio into townships.
-1787 Northwest Ordinance of 1787 establishes the government for the Northwest Territory.
-1788 Marietta is settled. Columbia and Losantiville (Cincinnati) settled.
-1789 Belpre is settled.
-1791 Gallipolis and Manchester founded.

9. 9.

Unit assignments for:

Day 2 Skim Burke and Davison pages 29-36.
To skim, read the first two sentences of each paragraph, italicized print, bold print, and captions under pictures.

Day 3 Read Burke and Davison pp. 36-39.

Day 4 Read Burke and Davison pp. 39-45. Bring a ruler to class.

Day 5 On the map below print in the following settlement areas in pencil:

Settlement	Origin of settlers
Ohio Company Purchase	
Seven Ranges	
Refugee Tract	
Virginia Military District	
Connecticut Western Reserve	
U.S.Military District	
Firelands	
Symmes Purchase	
Marietta and Belpre	
Gallipolis	

2.3.2 continued Name_____

Day 6 Locate a Fayette County map that has the townships printed on it. Use the map as a guide when printing in pencil the townships of Fayette County and the counties bordering our county on the outline map below.

In class work for:

Day 1 Preview Ohio's Heritage pp. 29-36. Review skimming technique.
Day 2 Review the assignment. Preview, discuss, and take notes on the TV show Fort Laurens.
Day 3 Discuss the assignment. Lecture and discuss the purposes and role of the township today.
Day 4 Discuss the assignment. Start on the settlement map.
Day 5 Check the settlement map. Start on the Fayette County map.
Day 6 Check the Fayette County map. Place students into groups of four to make a formal outline of the history, purposes, and role of the townships in Ohio today.
Day 7 Test

Unit competencies:

Written assignments and the test are to be done very neatly and in pencil or the student will be expected to repeat the assignment until it is acceptable. The work must be done outside of the regular class time.

Taylor WMS '84 DO NOT MARK ON THIS PAPER

2.3.2 Exploration and Early Settlement

Test competency is neatness.

Number from one to eleven on your answer sheet. Place the letter of the best answer by the appropraite number on your answer sheet.

1. Winner of the French and Indian War.
2. Loser of the French and Indian War.
3. Probally the first frontiersman to see Fayette Co.
4. Ottawa Indian that was Ohio's greatest Indian organizer.
5. Sought revenge for the murder of his family by whitemen.
6. Winner of the Revolutionary War.
7. A law.
8. A piece of land.
9. A person that buys land to resell at a profit.
10. To give up land or property.
11. To destroy a race or culture.

a) Genocide
b) English
c) Cede
d) Colonies
e) France
f) Spain
g) Pontiac
h) Speculator
i) Logan
j) Parcel
k) Gist
l) Ordinance

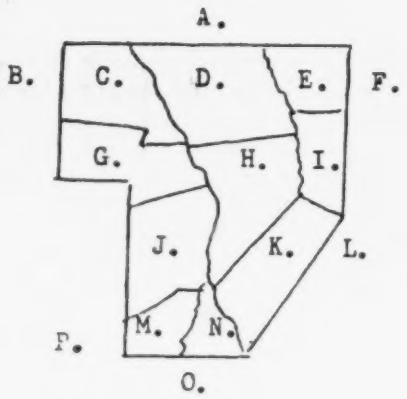
Number your answer sheet from one to eleven. Place the letter of the best answer by the appropriate number on your answer sheet.

1. Land given to people from Connecticut whose farms were destroyed by the British.
2. Land retained by Connecticut for sale in 1786 upon granting the United States its claim to the Pac
3. Land given to soldiers from Virginia for pay for services in the Revolutionary War.
4. Settled by French professionals tricked into buying undeveloped land.
5. Oldest continuious settlement in Ohio.
6. Moravian Indian mission and site of Ohio's worst murder.
7. The only American fort in the Ohio territory during the American Revolution.
8. Land given to Canadian sympathizers after the War of Independence.
9. Land given to males to settle as an Indian buffer to the Ohio Company settlement.
10. First Ohio lands to be surveyed; the work of Thomas Hutchins opened Ohio to all 13 colonies.
11. Our town.

a) Washington C.H.
b) Gnadenhutten
c) Firelands
d) Seven Ranges
e) Ft. Laurens
f) Military District
g) Refugee Tract
h) Donation Tract
i) Gallipolis
j) Marietta
k) Western Reserve
l) Belpre

Number your answer sheet from one to sixteen. Select the letter of the township or county that matches the map.

1. Clinton County
2. Concord Township
3. Greene County
4. Greene Township
5. Highland County
6. Jasper Township
7. Jefferson Township
8. Madison County
9. Madison Township
10. Marion Township
11. Paint Township
12. Perry Township
13. Pickaway County
14. Ross County
15. Union Township
16. Wayne Township



Write an essay about the history, purposes, and present functioning of Ohio's townships.

WMS TAYLOR '84
3.10 Field Trip
Fayette County Museum

NAME_____

Upon successful completition of this unit the student will be able to:

1. Describe some of the artifacts found in the Fayette County Museum.
2. Know the curator of the Fayette County Museum.
3. Display a greater interest in local history.

Unit assignment:

To get credit for this unit (one letter added to a test of the student's choice) the student must spend at least forty-five minutes at the museum. The student must sign in (please include class period), display good manners, and take a page of notes. In addition, the student should be prepared to discuss their museum experience with the teacher.

Please add notes below to each area listed.

parlor

dinning room

kitchen

pantry

office

library

tower

bedroom

child's room

gun & Indian room

county life room

sewing room

basement

carriage house

outside

Students must go only at their assigned times.

Taylor WHS '84 NAME_____

2.3.3 Statehood and Development (1788-1830)

Upon successful completion of this unit the student will be able to:

1. Categorize leaders in the development of Ohio.
2. Write an essay explaining how Washington was plotted and why the surveyor chose to plot the town in intercardinal directions.
3. Identify characteristics early Ohio leaders possessed.
4. Convert miles to kilometers.
5. Name the present Fayette County Commissioners.

Unit assignments for:

Day 2 Finish map work started in day 1 class.
Read pages 56-57 in Burke and Davison.

Day 3 Skim pp. 61-65 in Ohio's Heritage.
Bring a yellow colored pencil to class.

Day 4 Locate the article about Marquis De Lafayette in an encyclopedia and read the article. In a paragraph surmise why the early settlers from Virginia called our county Fayette. Justify their decision in another paragraph.

Day 5 Read pp. 65-72 in Burke and Davison. Finish the time line.

Day 6 Test.

Day 7 Students with the leadership profile are to hand in their work and be able to lead a discussion about early Ohio leaders.

In class work for:

Day 1 Orally read and discuss pages 53 through 55 in Ohio's Heritage.
Silently read about Wayne's victory on pages 55 and 56.

Wayne left Cincinnati following a trail that parallels U.S. 127 today. After brief stops at Ft. Hamilton, Ft. St. Clair, and Ft. Jefferson, he set up winter training camp at Ft. Greenville.

Separate into groups of three. Use your Ohio road maps to answer the following questions.

1 Today the best route to take from Greenville to Ft. Recovery would be _____.

2 What does the green trim on the road from Greenville to Ft. Recovery mean?

3 By using the mileage numbers beside the road, total the miles from Greenville to Ft. Recovery._____miles

4 It is 45 miles from Ft. Defiance to Fallen Timbers. If each mile is equal to 1.61 kilometers (km), how many km is it from Fallen Timbers back to Ft.Defiance? Please work the problem in the space to the left.

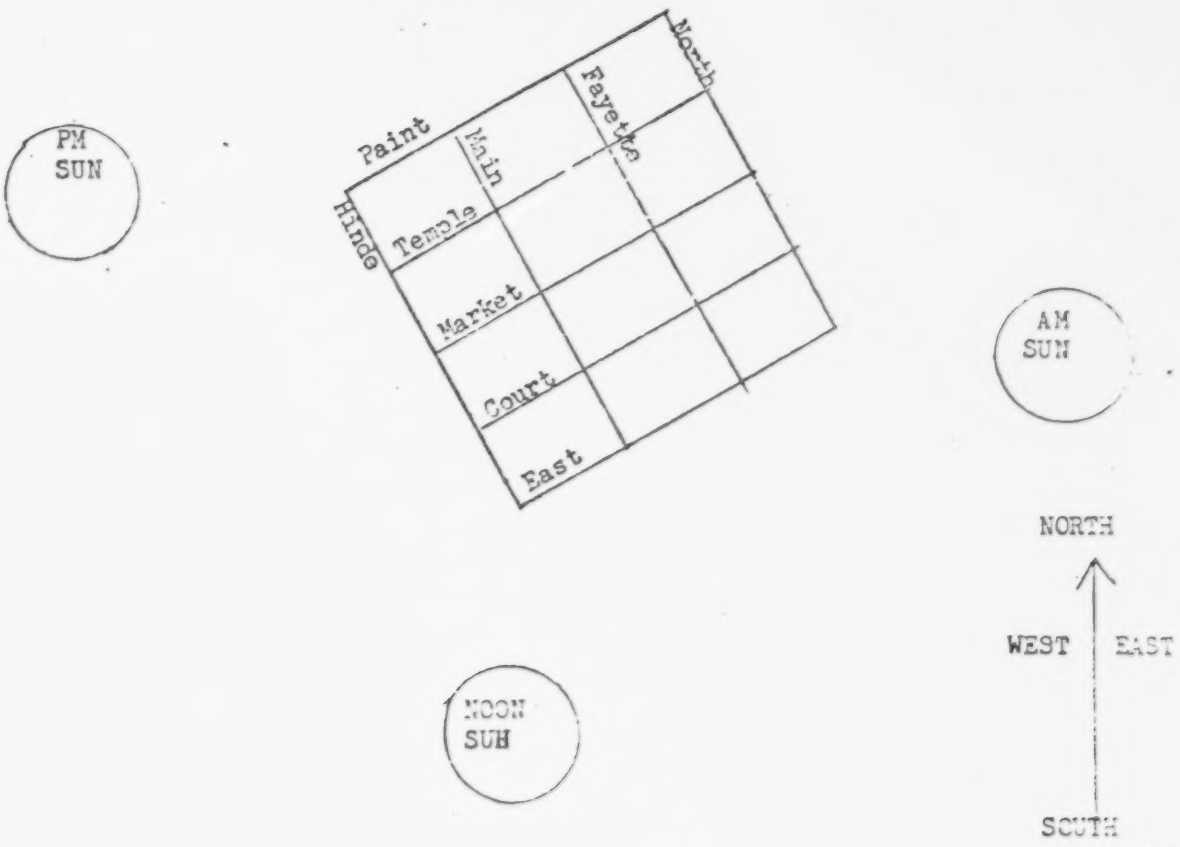
5 On your Ohio road map circle the following: Ft. Hamilton, Ft. St. Clair, Ft. Jefferson, Greenville, Ft. Recovery, Ft. Loramie, Ft. Defiance, and Fallen Timbers.

11 11

Day 2 Review map work. Discuss reading assignment. On page 59 under the title of "For Thought and Discussion", answer question number 2 in a paragraph. While students are writing the teacher will check the road map assignment. Preview pp.61-65.

Day 3 Review the assignment. Lecture on the founding of Fayette County and Washington. Color the rays of the sun yellow on the map below.

** With a yellow color pencil illustrate how the sun shines on all 4 sides of the orginal Washington plat.



Day 4 Review and hand in the assignment. Preview pages 65-72 in Burke and Davison. Work on the list of important events.

11.b

11.b

As a review, neatly fill in the missing events on the list of important dates in the Ohio story.

1790 Harmar defeated by the Indians.

1791 St. Clair defeated by the Indians.

1793 "The Centinel of the North West Territory," was Ohio's first newspaper.

1794 Battle of Ft.Recovery breaks the Indian morale.

1794

1795

1797 Zane Trace completed through Ohio from Wheeling W.Va., to Maysville, Ky.

179? William Robinson becomes the first settler in Fayette County.

1802 Enabling Act passed by Congress to allow Ohio to Become a state.

1803

1804 Ohio University at Athens started.

1805 Indians cede all lands in the Western Reserve.

1818 Fayette County formed from Ross and Highland Counties.

1810 WASHINGTON laid out by Thomas Hinde on land owned by Benjamin Temple.

1818

1811

1812 Battle of Marblehead Peninsula starts the War on 1812 in Ohio.

1813 Siege of Ft. Meigs.

1813 "Old Betsy" spoke at Ft. Stephenson.

1813

1813 Tecumseh is Killed at the Battle of the Thames River in Canada.

1814 Treaty of Ghent ends the War of 1812.

Day 5 Review and hand in the assignment. Watch, discuss, and take notes on the TV show Two Horses. Review for the test.
Day 6 Test

If you have an A or a high B test average you are expected to do a leadership profile of great people in the Ohio story from 1798 to 1813. You will not have to take the test.

To find articles about each leader you will have to use your book and the following library resources: Books on the Ohio stack, vertical file, and encyclopedias.
DO NOT CHECK MATERIALS OUT OF THE LIBRARY as others will need them. You may work together but are not permitted to copy others' work. After reading about each leader rate him from zero (0), which is very poor to five (5), which is outstanding.

We will permit you to go to the library days 5 and 6 during class to give additional time to do the work. In addition, you may copy your time chart from another student so you use out of class time for this assignment.

LEADERS

TRAITS		[illegible]	day	Tecumseh	Blue Jacket	Harrison	Cleghan	Perry	The Prophet	Tiffin	Worthington	Denton	Ivy	Bryan	Celeste		
strong convictions	5																
works hard	5																
clear goals	5																
thrive under pressure	5																
intelligent	5																
confident	5																
persistent	5																
venturesome	5																
sociable with followers	1																
morality	0																
total	41																

[illegible]	Title of article	Pages
[illegible]	"Life in Frontier Ohio"	81-96
Fifty Years From Our History	"A Good Scout"	115-120

Taylor WHS '84 DO NOT MARK ON THIS PAPER
2.3.3 Statehood and Development test

Number your answer sheet from one to fourteen. Place one of the following four catagories of leaders that best describes the leader beside the number: political, Indian, military, frontiersman.

1. Harmar
2. St. Clair
3. Little Turtle
4. Blue Jacket
5. Wayne
6. Tarhe
7. Tiffin
8. Worthington
9. Kenton
10. The Prophet
11. Tecumseh
12. Harrison
13. Perry
14. Croghan

Work the following problem on the answer sheet.

1. Wayne traveled twenty-three (23) miles northwest from Greenville to build Ft. Recovery. How many kilometers (km) did Wayne travel if each mile is equal to 1.61 km?

Number your answer sheet from one to three. List the three present Fayette County Commissioners.

1.
2.
3.

Write an essay explaining how and why Washington Court House was laid out in a unique pattern.

11.o 11.c

Taylor WMS '84
2.3.4 The Underground Railroad

Name_____

CONSTITUTION OF THE UNITED STATES
Amendment 13 Section 1

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Amendment 14 Section 1

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Upon successful completion of this unit the student will be able to:

1. Match civil rights terms and definitions.
2. Write a short review of the struggle by Ohio abolitionists against slavery before the Civil War.
3. Locate civil rights in the Ohio constitution.

Unit assignments for:

Day 1 Locate a piano player to practice "Darling Nellie Gray" and "Voice of the Fugitive."
Day 2 Read Burke and Davison pages 81-83. Locate "Questions for Review" on page 181. Answer questions 1 and 2 in separate paragraphs.
Day 3 Finish definitions started in class.
Day 4 Read pages 84-89 in Ohio's Heritage.
Day 5 Answer (in a paragraph) question #1 under "For Thought and Discussion" on page 181 in a paragraph. In addition, under " Questions for Review" answer questions 4 and 8 in separate paragraphs.
Day 6 Test

In class work for:

Day 1 Go to the auditorium to sing and study the songs "Darling Nellie Gray" and "Voice of the Fugitive." Preview pp. 81-93.
Day 2 Discuss and hand in the assignment. Discuss the following excerpt taken from The Education of Negroes in Ohio by Frederick A. McGinnis.

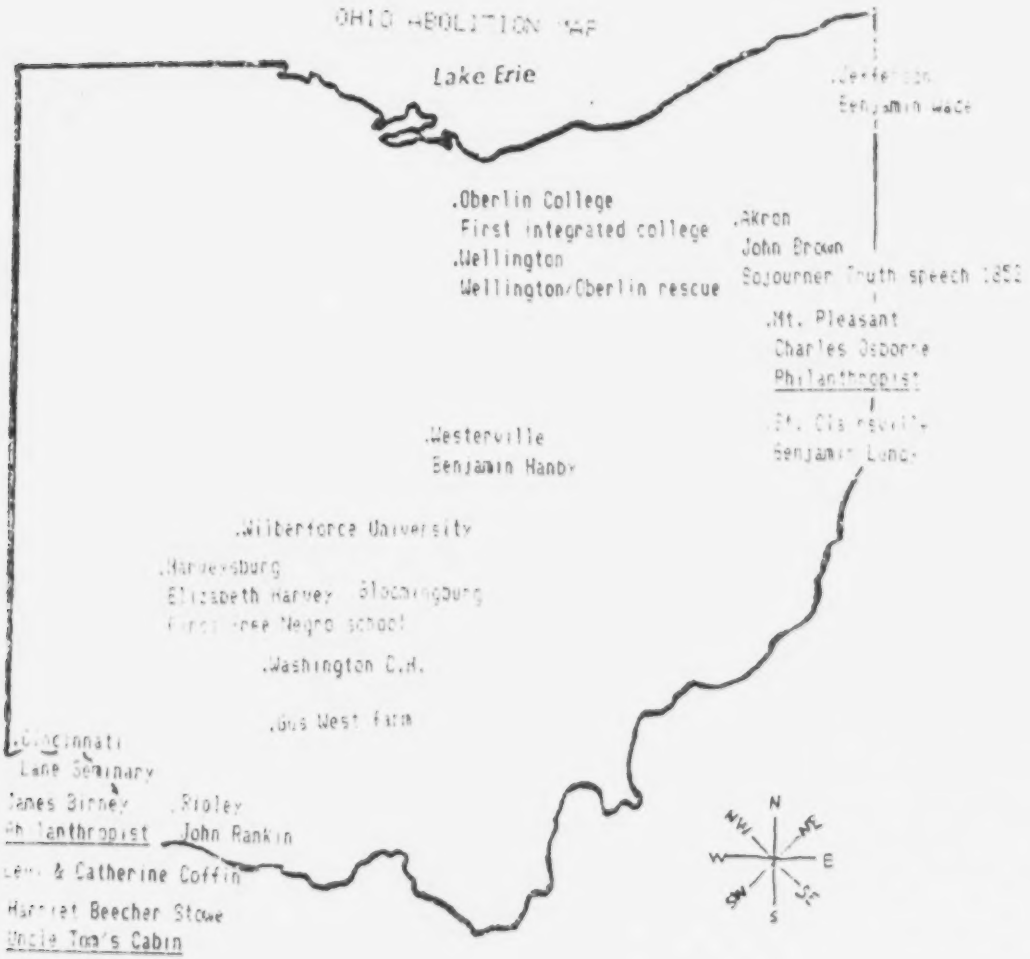
> "In Ohio about 1820, Mechanics' Societies combined against Negroes, and a master mechanic was publicly tried for assisting a young Negro to learn a trade. When moreover a Negro cabinet maker purchased his freedom in Kentucky and went to Cincinnati, he found great difficulty in getting employment. An Englishman finally gave him work, but the other employees struck. Such was the situation that the Negro had to face throughout the North and the growing Central West. Individuals of unusual ambition and energy sometimes found a way out in spite of the handicap, but the condition of many of the Freedmen left much to be desired."—Brawley, Benjamin, *Early Efforts for Industrial Education*, 1923, p. 5.

Divide into teams of four to define the the following civil rights terms using reference books located in the classroom.

Anarchy	Discrimination	Individual racism	Pluralism
Assimilation	Due process	Institutional racism	Prejudice
Civil disobedience	Genocide	Integration	Racism
Civil right	Habeas Corpus	Majority rule	Segregation
Civil liberty			

 12.

Day 3 Discuss civil rights terms. Preview pages 54-59.
Day 4 Discuss the following Ohio abolition map.



§ 6 [Slavery and involuntary servitude.]
There shall be no slavery in this state; nor involuntary servitude, unless for the punishment of crime. (See Const 1802, Art VIII, § 2.)

§ 8 [Writ of habeas corpus.]
The privilege of the writ of habeas corpus shall not be suspended, unless, in cases of rebellion or invasion, the public safety require it. (See Const 1802, Art VIII, § 12.)

Divide into groups of four to discuss and take notes on the questions for tomorrow's assignment.
Day 5 Discuss and hand in the assignment. Review for the test.
Day 6 Test and day 1 of the Civil War.

§ 2 Right to alter, reform, or abolish government, and repeal special privileges.
All political power is inherent in the people. Government is instituted for their equal protection and benefit, and they have the right to alter, reform, or abolish the same, whenever they may deem it necessary; and no special privileges or immunities shall ever be granted, that may not be altered, revoked, or repealed by the general assembly. (See Const 1802, Art VIII, § 1.)

Taylor WMS '84
3.09 Resource People

Name _____

PARTICIPATORY DEMOCRACY

Upon successful completion of this unit the student will be able to:

1. Explain how a candidate for public office tries to persuade others to vote for him/her.
2. Identify some local political leaders.

Unit assignment:

To earn credit (an A in the grade book) you must work for a candidate or political party at least five (5) hours. The activities must be directly related to the political campaign. Please fill out the chart at the bottom each time you work and have a party official sign their name. In addition, you will be asked to give a short oral report to the class about your activities.

HOURS WORKED	DATE WORKED	SPECIFIC ACTIVITIES	OFFICIAL SIGNATURE
	/ /		
	/ /		
	/ /		
	/ /		
	/ /		

12 c

Taylor WMS '84 DO NOT MARK ON THIS PAPER
2.3.4 The Underground Railroad Open Book Test

Number from one to five on your answer sheet. Answer the following questions.

1. Harriett Beecher Stowe's book, Uncle Tom's Cabin, was permitted to be published by rights granted in Article I Section _____ of the Ohio Constitution.
2. The Lane Seminary debates were permitted by Article I Section____ of the Ohio Constitution.
3. The Black Codes failure to allow blacks to testify against whites was a violation of Article I Section_____ of the present Ohio Constitution.
4. James Birney had his freedom of _____ violated when southern sympathizers destroyed his newspaper office.
5. The Republican Party was chosen to lead our country in 1860. This was an effort to alter our government as protected in Article _____ Section 2 of the Ohio Constitution.

Number from one to six. Write the letter of the term that best relates to the statement.

1. Today most American Caucasians and Negroes have the same culture.
   a) anarchy b) assimilation c) genocide d) racism
2. The early Ohio militia did not allow blacks.
   a) pluralism b) integration c) segregation d) due process
3. The whites had all the power to change laws as their numbers were so great.
   a) civil right b) habeas corpus c) majority rule d) segregation
4. Thirty-seven (37) people in the Wellington / Oberlin area chose to violate the law and be arrested rather than surrender a slave to authorities.
   a) civil disobedience b) habeas corpus c) civil right d) racism
5. Often times blacks were captured and taken to the south without being brought before a judge.
   a) anarchy b) assimilation c) habeas corpus d) genocide
6. Oberlin College was the first college to permit all races to attend classes together.
   a) integration b) discrimination c) institutional racism d) segregation

Number from one to six. Write the letter of the phrase that best matches the term.

1. Anarchy	a. minority groups maintain their identy
2. Civil liberty	b. seperation of races
3. Prejudice	c. without government
4. Pluarlism	d. to be treated equally
5. Segregation	e. to destroy a race
6. Genocide	f. to judge without regard to facts

Write a short review, not to exceed one-half of a page, of the anti-slavery movement in Ohio. Include any heroines or heroes you remember.

12.1

Taylor WMS '84
2.3.4 The Civil War

Name_____

Upon successful completion of this unit the student will be able to:

1. Compute simple linear metric measurements and English measurements.
2. Identify Ohio Civil War leaders.
3. Use a road map to calculate distance.

Unit assignments for:

Day 2 Read Burke and Davison pp. 89-91. Finish the metric math started in class.
Day 3 Read Ohio's Heritage pp. 92-95. Finish metric math.
Day 4 Read pp. 95-100 in the text.
Day 5 Finish "Who Am I - Who Are We?"
Day 6 Test

METRIC / ENGLISH CONVERSION TABLE

WHEN YOU KNOW	(abbrev.)	MULTIPLY BY	TO FIND	(abbrev.)
miles	(mi.)	1.6	kilometers	(km)
kilometers	(km)	.6	miles	(mi.)
inches	(in.)	25.	millimeters	(mm)

PREFIX	SYMBOL	INCREASE / DECREASE OF THE BASIC UNIT
kilo	(k)	1,000
hecto	(h)	100
deka	(da)	10
____basic unit_____		
deci	(d)	10
centi	(c)	100
milli	(m)	1,000

In class work for:

Day 1 Preview pp. 89-91. Work the following problem.
Johnny Clem, "Drummer Boy at Shilo," left Mt. Vernon by train to visit his aunt in Newark. Instead of stopping at Newark he chose to go on to Columbus and join the army. If the train ride was fifty (50) miles, how many km would it have been?

Day 2 Review the assignment. Preview pp. 92-95. Neatly compute the following questions on notebook paper.

a Locate Pt. Pleasant, Grant's birthplace, and Georgetown, his boyhood home, on an Ohio road map. How many miles separate the two towns?

b William Tecumseh Sherman of Lancaster led the Union army on the famous "March to the Sea." It took Sherman's army six days to make a ninety-seven km (97) wide sweep three hundred twenty-five (325) km from Atlanta to Savannah. Approximately how many km did the troops advance per day?

c Approximately how many miles did the troops cover per day?

d Phil Sheridan of Somerset may have saved the North when he rode eighteen km on horseback from Winchester, Virginia, to Cedar Creek to inspire his troops to defeat the Confederate troops. How many meters did General Sheridan ride?

Day 3 Write a short summary of the reading assignment on the paper with the math problems. Discuss and hand in the assignment. Preview pp. 95-100 in Burke and Davison.

Day 4 Start "Who Am I-Who Are We."
The following questions are to improve and challenge your research skills. You may ask others where they found a certain answer, but please do not copy or exchange answers. Please use pencil as the work must be neat to be accepted.

a I was the leader of the Copperheads and was banned from Ohio without due process._____

b We came from the farms to defend Cincinnati, but were not needed._____

c I was a leader of an Ohio Company; term "side burns" was coined because of my grooming._____

d I led a group of twenty-four hundred (2,400) Southern soldiers on a daring raid into Ohio. _____

e I was the Secretary of War for the North and from Steubenville._____

f I was a Congressman from Lancaster and did much to raise money for the North._____

g I was the Secretary of Treasurery for the North._____

h Can you find the last names of the following ladies that served as nurses in the Civil War.
"The Angel of the Battlefield"_____

i "Lemonade Lucy"_____

j Mary Ann Ball_____

k I was a general in the Civil War and the last President of the United States born in a log cabin._____

l I was from New Rumley and the youngest general selected in the Civil War._____

m Our family furnished seventeen soliders for the North._____

Day 5 Review and hand in the assignment. Preview and watch the TV show Ohio's Big Drum (The Civil War Years). Work the following problem. Colonel Benjamin, "Little Ben," Harrison was sixty-six in. (66") tall. How many mm tall was he_____; meters_____.

"Be ashamed to die until you have won some victory for humanity."
Horace Mann, Antioch College's first president

Taylor WMS '84 DO NOT MARK ON THIS PAPER
2.3.4 The Civil War OPEN BOOK TEST

Test competency is neatness.

Number your answer sheet from one to four. Using the Ohio Constitution in the back of your book fill in the blank or select the best answer for the following questions.

1. General Burnside gave an order that no one would be permitted to speak against the United States government during the Civil War. According to Article I Section 18 of the Ohio Constitution what is the only organization in Ohio that has the power to suspend laws?

2. Clement Vallandigham felt he was denied his civil right guaranteed in Article I Section 5 of the Ohio Constitution and Amendment 6 of the United States Constitution. What right was that?

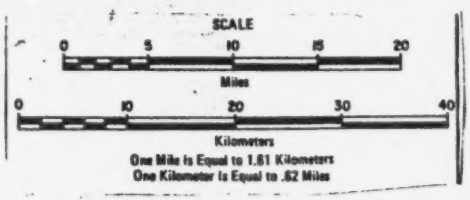
From the information in your book answer the following questions concerning the civil rights of Dr. Edson Olds.

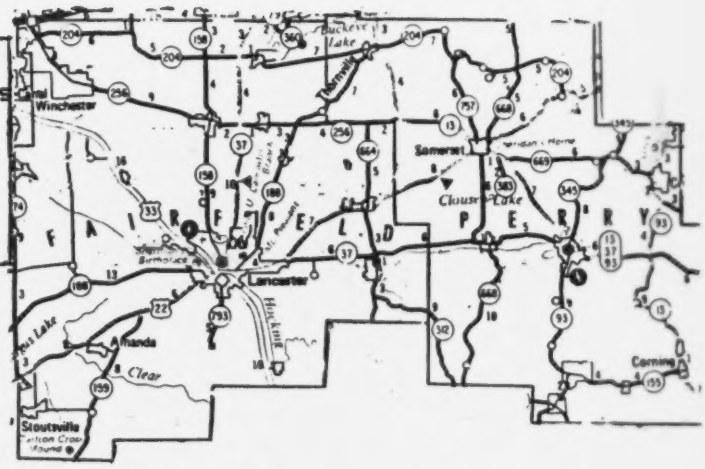
3. It would have been a violation of Article I Section 9 of the Ohio Constitution if Olds would have been denied: a) jury trial b) speedy trial c) bail d) speech.

4. It would have been a violation of Article I Section 18 of the Ohio Constitution if Olds would have been denied: a) habeas corpus b) speedy trial c) bail d) speech.

YOU'RE READY FOR SUCCESS

WHEN YOU KNOW	MULTIPLY BY	TO FIND
miles	1.6	Kilometers
Kilometers	.6	miles
dekameters	10	meters
hectometers	100	meters
Kilometers	1000	meters





Number from one to five on your answer sheet. Using the above map, scale, and table answer the following questions. All math problems must be worked on the answer sheet to get credit.

1. By using the numbers beside the road determine how many miles separate Sherman's home in Lancaster and Sheridan's home in Somerset.

2. Convert the miles in question one into Kilometers.

3. Using the map scale determine how many Kilometers it is from Somerset to Corning which is in southeast Perry County. Please measure as the crow flies.

4. Convert the km in question three into miles.

5. It is 207 km from McComb, the home of several of Andrews Raiders, to Oxford, the home of Lottie Moon. How many meters separate the two municipalities?

Number from one to seven on your answer sheet. There are seven Civil War leaders in the following list that at one time claimed Ohio as their home. Please list the seven.

1.	Abraham Lincoln	Edwin Stanton
2.	John Sherman	James Buchanan
3.	Jefferson Davis	William T. Sherman
4.	Salmon P. Chase	Robert E. Lee
5.	Stonewall Jackson	Clara Barton
6.	Mary Bickerdyke	Philip Sheridan
7.	Ulysses Grant	Walt Whitman

Taylor WMS '84 Name_____
2.3.5 Industry Comes to Ohio (1868-1900)

Upon successful completion of this unit the student will be able to:
1. Match selected business and industry vocabulary.
2. Match selected legal terms.
3. Write an essay defending and/or criticizing child labor laws of today.

Unit assignments for:

Day 2 Read Ohio's Heritage pp. 102-107. Answer in separate paragraphs questions 1, 3, and 5 under "Questions for Review," on page 116.
Day 3 Read pp. 107 and 108. Locate "Child Labor" in an encyclopedia. Read about abuses of child labor and child labor laws today. Write an one-half page summary.
Day 4 Answer in separate paragraphs questions 12 and 13 under "Questions for Review" on page 117. Skim pp. 108 to 116.
Day 5 Bring your coat to class as we will be going downtown. Answer in a paragraph question 17 under "Questions for Review" on page 117.
Day 6 Test

In class work for:

Day 1 Preview pp. 102-107 in the text. Start day two assignment.
Day 2 Review assignment. Write separate paragraphs answering questions 8 and 9 under "Questions for Review." Preview pp. 107-108.
Day 3 Review and add notes to the assignment. Discuss current Ohio child labor laws. Preview pp. 108-116. Define: grand jury, indictment, inquest, plea, verdict, arraignment, regiment, battery, and manslaughter.
Day 4 Review assignment. In class read and discuss "The Big Riot of 1894" handout.
Day 5 Review and hand in assignment. Walking field trip to the court house. Note the bullet holes, Willard paintings, plaque honoring the Revolutionary War veterans buried in Fayette County, and the pictures of the cyclone of 1885.
Day 6 Test

OHIO REVISED CODE 4109 EMPLOYMENT OF A MINOR

4109 Does not apply to school classes, work in the arts, charitable work, work for parents, high school graduates, residential employment, newspaper delivery, heads of household, and farm work for grandparents.

4109.01 By state law a "Minor" means any person fewer than eighteen years of age.

4109.03 The minor must have a schooling certificate from the superintendent of schools to hold a job during the school year. In addition it is illegal to employ any child under fourteen.

4109.05 Minors cannot work at hazardous jobs.

4109.07 A minor under sixteen cannot work: During school hours, before 7:00 a.m. or after 9:00 p.m., more than 3 hours on a school day, more than 18 hours in a school week, more than 48 hours in any week when school is not in session, more than 5 consecutive hours without a 30 minute rest.

THE BIG RIOT OF 1894

While crimes have been committed in every country and in every state in our union, it is not considered appropriate to magnify or dwell at length on such incidents in the complication of a county history; yet i' may be admissable to insert in this chapter the clear facts concerning a riot which was caused here in 189 / reason of an unmentionable crime that was committed that year. The crime was committed on the person of a woman residing near Parrett's Station, this county, on October 18, 1894. The brute committing such crime was a colored man named Jasper Dolby. He escaped, but was soon captured at Delaware, and brought to Washington C.H., by deputy sheriff, James F. Cook, Jr. The woman victim was brought to the waiting room of the sheriff's residence and there she identified her dastardly assailant. By ten o'clock a large crowd had gathered about the court house square and jail, but little disturbance was made at first. At ten-thirty in the morning, Company E of the Ohio National Guard under command of Captain Vincent, was ordered out and filed from the armory to the county jail. Vincent ordered the crowd to disperse and many obeyed him; some, however, did not go. Upon retiring, many made dire threats upon the prisoner. In some manner a bunch of fire-crackers was fired off and the sound being misunderstood by the crowd; much excitement prevailed for a time.

William McKinley was then governor of Ohio, and he was wired to send a company of troops down at once, they arriving late in the night. The two companies were then under command of Colonel Coit. A special grand jury had been empaneled and an indictment secured against Dolby, the colored prisoner. Shortly after four o'clock in the afternoon he was arraigned before Judge H. B. Maynard, who, after his having pled guilty, sentenced him to twenty years in the Ohio penitentiary.

On the way to the court house, a large number of the woman's friends and neighbors assembled together, standing near the court house steps, on the lawn. Two lines of soldiers were formed, reaching from the jail to the court house, to guard the prisoner. The crowd surged against the lines in order to seize the negro. The soldiers charged several times with fixed bayonets and a number of persons were injured, among the number being Henry Kirk, a brother-in-law, and Elmer T. Boyd, a son of the woman who had been assaulted. Just as Dolby ascended the court house steps, the angry, excited crowd made a grab for the prisoner. The soldiers used the butt of their guns to ward them off, and also their sword hilts, striking right and left with great violence. Mr. Boyd was knocked off the steps to the ground and Kirk had his nose fractured. The negro was finally dragged inside the court house and Colonel Coit pled with the mob to desist and leave, but they stoutly demanded the release to them of Dolby.

That evening the sheriff telegraphed to Adjutant-General Howe for more troops and they were at once started this way and arrived. The court house was garrisoned with troops, all doors being closed except the north entrance. Late that day the crowd assembled again at the building, in increased numbers and finally they attacked the door. The soldiers notified them that they would be shot unless they kept from breaking in the door. A moment later they made a rush and broke in the door, whereupon the officers ordered the soldiers to fire upon them. The result was most of the crowd ran, but as a result of the firing there were five killed and about twenty wounded, some badly and others slightly. Among the killed were Smith Welsh, aged eighteen years; Jesse Judy, aged twenty-five years; Mark Johnson and William Sams. Additional troops were ordered up and the crowd dispersed. The First Regiment, from Cincinnati, and the First Ohio Battery were brought to the scene. They came early in the evening on a special train and took possession and soon the prisoner was hurried away to Columbus.

An inquest was held by Coroner James M. Edwards. Colonel Coit was indicted for manslaughter and tried at Circleville. After a wearysome case of several weeks, and with the jury out five days, they finally found a verdict of "Not guilty as charged."

Reprinted as written in an orginal document.

1. Locate and read Article I Section 3 of the Ohio constitution in your book. Were the assembled citizens within their rights?

2. Locate and read Article III Section 18 of the Ohio constitution. Was the governor correct in sending the militia to Washington.

3. Locate Article I Section 5 of the Constitution of The State of Ohio. Why do you think Dolby chose not to have a jury trial?

Taylor WMS '84 DO NOT MARK ON THIS PAPER

2.3.5 Industry Comes to Ohio (1868-1900)

Number your answer sheet from one to ten. Write the letter of the best definition for the business term.

1.___Labor	a. Law to outlaw monopolies
2.___Management	b. Workers joined together
3.___Labor union	c. Product or service buyer or user
4.___Collective bargaining	d. Workers
5.___Strike	e. Products brought in from other countries
6.___Monopoly	f. Owners; supervisors of a business
7.___Antitrust	g. Labor and management discuss common concerns
8.___Depression	h. Workers stop working as a protest
9.___Import	i. Mass underemployment or unemployment
10.___Consumer	j. One business that controls all sales of a particular product or service

Number your answer sheet from one to nine. Write in the letter of the best definition for the legal term.

1.___Grand jury	a. To call before a court to answer an indictment
2.___Indictment	b. Decides if there is enough evidence for a trial
3.___Inquest	c. Heavy artillery
4.___Plea	d. Investigation
5.___Verdict	e. Unplanned killing of another person
6.___Arraignment	f. Accused's answer to an indictment
7.___Regiment	g. To charge with a crime
8.___Battery	h. A decision by a petit jury
9.___Manslaughter	i. Unit of ground troops.

Write an essay critizing and/or defending child labor laws of today.

14.c

14.c

Taylor WMS '84 Name_____

2.3.6 Progress, Reform, and World War I (1900-1920)

Upon successful completion of this unit the student will be able to:

1. Match selected political terms. Eighty percent knowledge will be necessary for competency.
2. Solve unit related math problems.
3. Write an essay critizing and/or defending alcoholic beverage laws in Washington C.H. and Ohio today.

Unit assignments for:

Day 2 Read pages 118-120 in Burke and Davison. Answer in separate paragraphs questions 4 and 5 under "Questions for Review" on page 133.

Day 3 Skim pages 120-127 in Ohio's Heritage. Locate and read the article "Prohibition" in an encyclopedia. Write a paragraph on the causes and events that lead to the adoption of the Eighteenth Amendment to the Constitution of the United States. In another paragraph discuss the problems of prohibition that lead to the repealing of the 18th Amendment.

Day 4 Locate and read the article "Local Option" in an encyclopedia. Summarize the article. Do the problems on the back of this assignment sheet.

Day 6 Skim pp. 127-132 in the text. Group together questions 12 and 13 under "Questions for Review" together and answer in one paragraph. Answer in a paragraph question 5 under "Going Further" on page 133.

Day 7 Test.

In class work for:

Day 1 On the board list problems of Ohio businesses, industries, and cities in the late 1800's. Preview and discuss pp. 118-120 in the text.

Day 2 Review and hand in the assignment. Preview pp. 120-127 in the text. Explain prohibition and the 18th Amendment to the Constitution. Start to discuss the temperance movement in Washington using The Crusade: It's Origin and Development at Washington Court House and It's Results, by Mrs. Matilda Carpenter.

Day 3 Review and hand in the assignment. Finish discussion of the temperance movement in Washington.

Day 4 Review and hand in the assignment. Preview pp. 127-132 in the text. Discuss local liquor laws using Chapter 529 of the Codified Ordinances of the City of Washington.
Review: 529.01 c; 529.02 a,b,c,d,e,f,h; 529.03 a,b; 529.04 a,b; 529.06.

Day 5 Finish discussion of local alcohol beverage laws. Preview, show, and review TV show Giant on Fire.

Day 6 Review and hand in the assignment. Review for the test stressing the vocabulary on page 132.

Solve the following Ohio alcohol problems.

1. In 1982 Ohio collected two hundred seventy-two million dollars in alcohol taxes. Write this number numerically. $_____

2. In Ohio two percent of all arrests are for liquor violations, ten percent for driving under the influence of alcohol, fourteen percent for drunkness, and eight percent for disorderly conduct by intoxication. What percent of all arrests are related to the preceeding listed causes?

3. Locate Article II Section 1a of the Constitution of Ohio. What per centum of the electors must sign a petition to place an amendment to the constitution on the ballot? _____%

4. 4,644,223 Ohio citizens voted in the last general election in the entire state. How many voter signatures would it take to get an initative petition for a constitutional amendment to appear on the ballot?

There is no "typical" person with alcoholism. Among men, drinking problems occur most frequently in their early 20s, and among women most frequently in their 30s and 40s. The number of known women alcoholics has doubled since World War II. Less than three percent of the people with alcoholism are found on Skid Row.

Between six and ten percent of employees have alcoholism. The total cost to the nation is nearly 43 billion dollars a year due to absenteeism, health and welfare services, property damage and medical expenses. Lost production alone, because of alcoholism, has been computed at 19.64 billion dollars annually. The human loss to individuals, families and communities is incalculable. It is estimated that the cost of treating all alcohol-related problems ov weighs liquor revenue by more than four to one.

An estimated 3.3 million drinking teen-agers are showing signs that may lead to the development of alcoholism. Offspring of alcoholics develop alcoholism more often than offspring of non-alcoholics.

Of all fatal accidents occurring on the roads today, 50% involve alcohol. Over 80% of fire deaths, 65% of drownings, 22% of home accidents, 77% of falls, 36% of pedestrian accidents and 55% of arrests are linked to the use of alcohol. Up to 44% of pilots involved in accidents have been drinking.

Violent behavior attributed to alcohol use accounts for approximately 65% of murders, 40% of assaults, 35% of rapes, 30% of other sex crimes, 30% of suicides, 55% of fights or assaults in the home and 60% of cases of child abuse. When alcoholism is treated, associated violent behavior is known to decrease.

Alcoholism is treatable. Effective business and industry employee alcoholism programs show recovery rates of 65%-80%. Air Force and Navy rehabilitation programs report 70%-80% recovery rates. Leading clinical therapists report recovery rates of 50%-70%.

Alcoholics Anonymous has an estimated world membership in excess of one million (of whom over 750,000 are in North America) and over 30,000 groups. It is estimated that between one third and one half of A.A. members are women. Approximately 80% of the people sober between one and five years will remain in the A.A. fellowship. Of the people sober more than five years, 90% will not drink and will remain in the fellowship. Present knowledge indicates that a recovered alcoholic may never safely drink again, but will be able to lead a normal, productive life as long as he or she maintains total abstinence.

Primary prevention efforts aimed at high risk groups, education, early detection, research efforts and communi treatment facilities are the greatest forces operating today for the prevention, control and reduction of alcoholism.

Taylor WMS '84 DO NOT MARK ON THIS PAPER

2.3.6 Progress, Reform, and World War I Test

The following ten questions are for competency. You must get at least eight correct or repeat this section of the test before school, during lunch, or after school until you reach 80%.

Number your answer sheet from one to ten. Write the letter of the best answer beside the correct number on your answer sheet.

1.____Initiative	A. Voters' right to make a law
2.____Referendum	B. Believes war is morally wrong
3.____Veto	C. Voters choose party candidates
4.____Recall	D. Voters vote on a law acted on by the General Assembly
5.____Impeachment	E. A non-military person
6.____Direct primary	F. To cancel or refuse to accept a law
7.____Civil servant	G. To remove a government official from office by popular vote
8.____Suffrage	H. To remove a government official from office
9.____Conscientious objector	I. Right to vote
10.____Civilian	J. A non-elected employee of government

READING #1

In 1981 the Ohio government collected two hundred seventy-two million dollars in alcohol taxes. It has been estimated that the cost of treating people with alcohol-related problems out-weighs liquor revenue by four to one.

MATH PROBLEM #1 (work math on your answer sheet)

Approximately how much did Ohioans spend on the treatment of alcohol related problems in 1981?

READING #2

In the 1984 general election 4,644,223 Ohio citizens voted. It takes six percentum of the electors to sign a petition for a statewide referendum.

MATH PROBLEM #2 (work problem on your answer sheet)

How many voters' signatures would it take to place a state wide referendum on the 1985 ballot repealing the law requiring moped operators to be fourteen years old?

Write an essay critizing and/or defending alcoholic beverage laws in Washington C.H. and Ohio.

Taylor WMS '84 Name _____

2.3.7 Roaring 20's, The Depression, Recovery, and World War II.(1920-1945)

Upon successful completion of this unit the student will be able to:

1. Match selected business terms with appropriate definitions.
2. Match selected government terms with appropriate definitions.
3. Compute sales tax and gas tax.

Unit assignments for:

Day 2 Skim pp. 134-139 of Burke and Davison. In separate paragraphs answer questions three and four of "Questions For Review" on page 149.

Day 3 Read pages 140-144 in the text. Locate the subject "Great Depression" in an encyclopedia. Read about the problems and human suffering. In your own words write an one-half page summary.

Day 4 In a reference book locate the following taxes and read the definition. Excise tax, gasoline tax, inheritance tax, estate tax, sales tax, and value added tax. Write a sentence explaining each tax.

Day 5 Read pp. 145-148 in Ohio's Heritage. Answer in separate paragraphs questions 12, 13, and 14 of "Questions For Review" on page 149.

Day 6 Test

In class work for:

Day 1 Preview pp. 134-139. Discuss the Washington Court House connection in the Harding Scandals.

Day 2 Review and hand in the assignment. Preview pp. 140-144.

Day 3 Discuss the assignment. Review what the different levels of government did to try and break the depression. On the back of your assignment answer question eight of "Questions For Review" on page 149. Read and discuss Xenia Ordinance #464.

Day 4 Review and hand in the assignment. Read and discuss Elmer Bell's letter. Preview pp. 145-148.

Day 5 Review and hand in the assignment. Review the vocabulary for the test.

XENIA ORDINANCE NO. 464

Read the ordinance and answer the questions below.

AN ORDINANCE PROVIDING FOR A REDUCTION IN THE SALARIES AND PAYROLLS OF THE CITY OF XENIA, OHIO, TO BALANCE THE BUDGET OF SAID CITY.

WHEREAS, the revenues accruing to the City of Xenia, Ohio, during the calendar year of 1933 will be insufficient to meet all of the requirements of said City because of reduction in property valuations and a large increase in delinquent taxes, and,

WHEREAS, the revenues are insufficient to pay all of the employees of said City according to the rated schedules and ordinances heretofore adopted by the City Commission, and such inadequacy vitally affects the daily operation of the government.

IT IS HEREBY DECLARED that an emergency exists.

NOW, THEREFORE, BE IT ORDAINED BY THE CITY COMMISSION OF THE CITY OF XENIA, STATE OF OHIO, (more than two-thirds of the members elected thereto concurring):

SECTION 1. From and after May 1, 1933, and until December 31, 1933, both inclusive, all payments for personal service to employees within the City of Xenia, Ohio, are hereby ordered reduced in the sum of ten (10%) per cent, and the Auditor is hereby directed to draw his warrants for payments to all employees of the City of Xenia for a sum ten (10%) per cent less than required by existing ordinances and pay schedules.

SECTION 2. This ordinance shall not apply to nor affect in any way the pay of common laborers receiving thirty-five (35¢) cents an hour or less.

SECTION 3. This ordinance is adopted for the purpose of balancing the budget of the City of Xenia for the calendar year 1933. . . .

Taylor '84 DO NOT MARK ON THIS PAPER

2.3.7 Roaring 20's, The Depression, Recovery, and World War II. Test

Number your answer sheet from one to eleven. Write the letter of the best answer beside the correct number on your answer sheet.

1.___Stock	A. Government agency that insures bank deposits
2.___Stock certificate	B. A loan to a company or the government
3.___Bond	C. Government agency to prevent unfair labor practices
4.___Dividend	D. Part of a company
5.___Interest	E. Government agency that insures savings and loan deposits
6.___SEC	F. Piece of paper showing part ownership of a company
7.___FDIC	G. Money earned on a bond
8.___FSLIC	H. Money earned on stock
9.___NLRB	I. Government agency that protects investors from unsafe stocks and bonds
10.___Recession	J. Severe drop in business activity; mass unemployment
11.___Depression	K. Mild business setback; some unemployment

Number your answer sheet from one to six. Write the word from the list below that is best suited for the blanks in the following sentences.

Excise	Gasoline	Estate	Inheritance
Sales	License	Vanity	Value-added

1. Dawn Deceased died after being thrown from her car and striking her head on the ground. The Probate Court will levy an _____tax on all the property she leaves behind.

2. The United States government levies a tax on tires. We call taxes on particular products or services _____taxes.

3. Governments often put heavy taxes on worthless items like tobacco and alcohol. We call these excise taxes _____ taxes since the products are unnecessary.

4. Grant Grandson received $100,000 upon the death of his grandmother. The probate court sent Grant a bill to collect _____taxes.

5. In order to protect wildlife the State of Ohio collects money from people wanting permission to hunt. We call a tax that allows a person to do something a _____ tax.

6. In order to improve highways Ohio collects a _____tax.

READING #1

The State of Ohio collects 12 cents tax from each gallon of gas sold at a service station. In addition, the United States government collects 9 cents tax from each gallon of gas sold at a service station. The tax money is used to improve and build new highways.

Work the following on your answer sheet. The problem and answer must be correct for credit.

1. What is the total gasoline tax collected from each gallon of gas sold in Ohio?

2. If Harry Head purchased eighteen (18) gallons of gas how much money would the State of Ohio collect in gas tax?

3. How much gasoline tax would the United States government collect on the gas purchased by Harry?

READING #2

The state government of Ohio started collecting sales tax in the Great Depression to raise money. Today Ohio collects a five percent (5%) sales tax and Fayette County collects an one-half percent (.5%) sales tax.

4. How much Ohio sales tax would Carl Computation have to pay if he purchased an Apple IIe computer for thirteen hundred ninety-five dollars ($1395.)?

5. How much Fayette County sales tax would Carl have to pay if the computer was purchase in Fayette County?

Taylor WMS '84 Name_____

3.10 Christmas Choice Field Trip

Upon successful completion of this unit the student will:

1. Have a feeling of ownership in his/her curriculum.
2. Have enjoyed learning.
3. Be able to plan an Ohio trip on a map.
4. Have improved skill in negotiating with others.

Materials:

1. Ohio travel brochures
2. Compasses

In class work for:

Day 1
- A. Estimate the school bus miles per hour in rural areas.
- B. We never want to be more than one and one-half hours away from Washington. How many miles away from Washington would our limit be?
- C. Convert the miles in question two into kilometers.
- D. On your 1984 Ohio road map the scale is one inch equals seventeen km. How many inches on the map would be the farthest we would want to get away from Washington?
- E. Set your compass on the correct inch and draw a circle using Washington as the axis.
- F. Using your Ohio road map and the Ohio travel brochures make a priority list from one to five of the places you would like to visit.

Day 2
- A. List everyone's first and second priority on the Ohio map on the board.
- B. Group the places into geographical proximity. Eliminate and compromise.
  (1) The instructor will make the final decision after working with all Ohio social studies sections.
- C. Brainstorm on trip eligibility as we will be able to take only seventy-five students.

Day 3
- A. Set date and time for the field trip.
- B. Set eligibility requirements for the trip.

Taylor WMS '84
3:10 Christmas Choice Field Trip

Name_____

QUALIFICATIONS

1. For a student to go on this field trip he or she must have a conduct grade of 3 or better in social studies class for the year.
2. The student must have exhibited responsibility in doing his work and fulfilling his obligations.
3. The student must agree to abide by the rules set forth and agree to take the punishment for each violation of the rules.
4. The first seventy-five students that are eligible from periods one through four and bring in a signed permission slip may go.
5. The first fifty-eight students that are eligible from periods six through eight and bring in signed permission slip may go.

TENTATIVE ITINERARY

6:55 a.m. Students arrive at Paint Street bus stop.
6:57 a.m. Mrs. Ernst's students board the 66 passenger bus by rollcall attendance.
Mr. Taylor's students board the 84 passenger bus by rollcall attendance.
7:00 a.m. Attendance is sent to the counselors' office.
Unexcused absences for the trip will get detention.
7:04 a.m. One moment of silent meditation or prayer for trip safety.
7:05 a.m. Depart for Ohio State University Ice Arena.
Via Ohio 3, I-71, Ohio 315, and Lane Avenue.
8:05 a.m. Arrive at OSU. Stay on the buses until dismissed by Mr. Taylor.
Pay $1.00 when leaving the bus. Contact person: Brian Gyg 1-422-4153
8:15 a.m. Pay $1.00 for skate rental. Get a half size smaller than your shoe.Skating will start.
Racing is permitted only at specified times.
Groups larger than three are not permitted to skate together.
No weaving or whip-cracking is permitted.
9:15 a.m. Stop skating. Skate blades are to be dry and shoe strings are to be tied together.
9:35 a.m. Leave ice arena via Woody Hayes Drive, Lane Ave., 315 N., I-270 E., Ohio 3 N., and W. Home.
10:00 a.m. Arrive at Otterbein College. Contact person: 1-890-3000 Bob Meyer
Eat sack lunch in the cafeteria while watching a film of Ben Hanby.
10:40 a.m. Pay $1.00 to tour Hanby House. Pay $.20 as you are getting on the bus for the museum.
11:00 a.m. Leave Hanby House via Ohio 3 S., I-270 W., I-71 S., and 17th. Ave.
11:25 a.m. Arrive Ohio Historic Society. Contact person: Melanie 1-466-1500
Students must be in their group of approximately 10 students and one adult at all times.
12:40 p.m. Taylor's groups leave for Ohio Village.
Ernst's groups to the Plaza Level.
1:10 p.m. Ernst's groups leave for Ohio Village.
1:30 p.m. Taylor's group leave for Plaza Level.
1:50 p.m. Board busses.
2:00 p.m. Leave for Washington.
2:55 p.m. Arrive Paint Street.
3:00 p.m. Detention if necessary

OBEDIENCE

Students are expected to obey all directives from adults without questions unless the command is illegal or immoral.

PENALITIES

Minor violations will be punished with detentions. Major violations will be punished with a 5 on their report card and detention.

BUS RULES

1. Students must stay seated unless given permission by an adult to move.
2. Students may speak quietly.
3. Students must be quiet at all railroad crossings.
4. All appendages must remain inside the bus.
5. No gestures are to be made to people outside the bus.
6. The bus floor is to remain clean. Students will be dismissed at the end of the trip only if the floor is clean.
7. Students are responsible for their own lunches, money, and valuables.
8. Students must not discharge or have unpleasant odors.
9. There are to be no radios, recorders, or musical instruments.

DRESS CODE

1. Students clothes are to be neat, clean, modest, without advertisements, and free from odor.
2. Muscle shirts, mini-skirts, and mesh jerseys are not permitted.
3. Nice slacks should be worn to give protection from the ice.
4. Students should bring an extra pair of socks for ice-skating.
5. We will be representing Washington C. H. No gaudy jewelry or boys' ear rings will be permitted.

MONEY

Bring: 2 dimes for the Historical Society
1 dollar bill for the Hanby House
1 dollar bill for the ice arena
1 dollar bill for skate rental
? Not to exceed $5.00 for souvenirs and snacks

BEHAVIOR

The student is to remain silent when anyone is talking to the group. The student must stay close enough to the chaperone to see and hear him. There is to be no gum or candy.

cut and return lower part

STUDENT SIGNATURE

I hereby agree to abide by the aforementioned rules and will accept the punishment for violation of the said rules.

_____
student signature date

PARENTS

Please list an a.m. and p.m. emergency phone number. _____a.m. _____p.m.
Please sign this paper giving your child permission to go on the field trip with the seventh grade 12/20/84 to Columbus.

_____
parents signature date

WE WILL NEED ABOUT TEN PARENTS OR GRANDPARENTS TO GO ALONG AS CHAPERONES. IF YOU CAN GO PLEASE SIGN BELOW AND WE WILL EXPECT YOU.

16.c

16.c

ATTENTION, PLEASE

OHIO
HISTORICAL
SOCIETY

SINCE 1885

Ohio Historical Center
I-71 & 17th Avenue
Columbus, Ohio 43211

GET AWAY FROM THE EVERYDAY.

16.d

16.d

WASHINGTON COURT HOUSE MIDDLE SCHOOL

Seventh Grade Social Studies
Box 520
Washington Court House, Ohio 43160
335-0292

Dear Chaperones,

Let us thank you for giving up your valuable time to make this field trip possible. We think you will enjoy the day since this is an exceptionally nice class. We would like to ask you to grin and bear the crowded buses as we wanted to include as many students as possible.

You will need to bring one dollar if you plan to ice skate. In addition, you will need to bring a sack lunch. Finally, please bring this folder since you will need it on the trip to answer the many questions that may arise.

The students have all been instructed in the type of behavior we expect. Please do not tolerate any loud or disorderly behavior as it will spread like wildfire through the other one hundred thirty students. Please report the names of any problem children to Mrs. Ernst or Mr. Taylor.

Please board the busses first each time. This will allow us to have chaperones in the rear seat and through-out the bus as Mrs. Ernst and Mr. Taylor will need to set near the drivers.

In the museum the students have been instructed to go slowly, read the material, and answer twenty-three questions to be turned in at the end of the trip. In addition, the students are to remain within a low-voice distance of the chaperone in the museum and village.

Sincerely yours,

Phyllis Ernst

John P. Taylor

Taylor WMS '85 NAME_____
2.3.8 The Recent Years 1945-Today

Upon successful completion of this unit the student will be able to:

1. Match selected legal terms.
2. Identify the relevancy of an argument.
3. Write an essay explaining the rights and describing responsibilities listed in Article I Sections 2, 3, and 11 of the Ohio Constitution. Give examples of events in Ohio History that illustrate use and misuse of these rights.

Unit assignments for:

Day 2 Read the following pages in Ohio's Heritage and answer the appropriate questions in paragraphs.

150-1 1. Why did the people leave the inner cities for the suburbs in the fifties, sixties, and seventies and how did it effect the inner cities?

152-3 2. What war caused a fear of communist activity in Ohio?

3. Locate libel, slander, justify, and criticize in a dictionary and write the definitions.

4. Using Article I Sections 2 and 11 of the Ohio Constitution justify or criticize letting the Communist Party exist in Ohio.

Day 3 Read the following pages in the text and answer the appropriate questions in a paragraph.

153-5 1. Using Article I Section 3 of the Constitution of the State of Ohio criticize or justify the student demonstration at Kent State in May of 1970.

2. Using Article III Section 10 of the Ohio Constitution justify or criticize Governor James A. Rhodes', decision to call out the Ohio National Guard to control student demonstrations at Kent and Ohio State.

3. Locate the following terms in a dictionary: minority group, segregation, and integration. Write a sentence defining each.

Day 4 Test

In class work for:

Day 1 Preview pp. 150-153 in the text. Start to work on the assignment.

Day 2 Discuss and hand in the assignment. Preview pp. 153-155. Start to work on the assignment.

Day 3 Discuss and hand in the assignment. Discuss the pro's and con's of the Ohio lottery by identifying the relevancy of arguments.

OHIO'S GOVERNMENT SHOULD OPERATE A LOTTERY TO RAISE TAX MONEY.

Decide if the following statements are for, against, or not relevant to the statement above. Then circle the F, A, or N indicating your response.

1. F A N The lottery brings in millions of dollars for education.
2. F A N The people will naturally gamble, so the state might as well make tax money.
3. F A N Gamblers in the lottery will bet money.
4. F A N Society will not be productive if people learn to make money by taking a chance rather than working hard. This will eventually cause the economy to collapse.
5. F A N People should be paid by their worth to society, not by chance.
6. F A N Many doctors say the increase of state supported gambling has caused our country to have more people addicted to gambling than anytime in history.
7. F A N State-sponsored gambling should help put organized crime out of the gambling business.
8. F A N Poor people, who can least afford to waste money, are most tempted to take a chance to gain the freedon money brings.
9. F A N Gambling must be all right as many schools and churches sponsor it.

To Schlichter, the high was making bets

77

By Bob Oates
Los Angeles Times

Art Schlichter of Indianapolis (and Fayette County), one of the Colts' three quarterbacks, played his position with more skill and refinement last year than ever.

His coaches, friends and teammates all say so, and Schlichter thinks so, too.

At 24, he seems to have benefited noticeably from his year out of football — a year spent on probation and in therapy after his confession to a growing, but often hidden, addiction.

Schlichter is a compulsive gambler. His appetite for $1,000 bets is like an alcoholic's craving for drink. And because, as the handicappers say, the destiny of a gambler is to lose, Schlichter is a big loser.

His accountants reckon he blew $1,609,000 on bets during his final years at Ohio State University and his first year with the Colts, who selected him in the first round of the National Football League draft in 1982.

In the grip of what only in recent years has been identified as a disease — similiar to alcoholism or drug abuse — Schlichter bet large sums on horse racing, football games, basketball game and other events. According to bookmakers in Columbus, Ohio, and Baltimore, however, he did not bet on or against Ohio State or the Colts.

His Columbus business advisor, Gil Kirk, said recently that Schlichter still owes "right at $1 million" to bankers, friends and others who, unaware of his problem, lent him the money to gamble away.

Under treatment he has quit betting, Schlichter said. His coaches and doctors confirm it. But like an alcoholic, Schlichter has only been rehabilitated, not cured.

"I'll never be cured," he said. "I'm through betting — but the disease is still inside me."

Dark-eyed, black-haired, 6-foot-2 and 208 pounds, Schlichter is an accommodating sort with fine manners, the son of a prosperous Ohio farmer. A friend said: "Art is still as immature as a college freshman." An Ohio State co-ed once said: "Art is just a big handsome farm boy who has everything."

Well, not quite everything. At the height of his fame and popularity, something drove him to bet $5,000 on this and $15,000 on that and up to $30,000 on at least one basketball game at a time when he couldn't even afford to buy a gallon of gasoline.

The question, of course, is why?

The answer, which is considerably longer, is Art Schlicter's story.

Schlichter's doctors and other investigators, who have been on the case of two years, say his problem is rooted in the horse racing country of central Ohio.

At the race tracks near the farm where he was born and lived as a boy, he learned that betting is respectable, that everybody bets.

His mother and other relatives owned race horses, and so did one or two of his football coaches at Ohio State.

That, however, is hardly the whole explanation for the downfall and disgrace of the quarterback who had everything. Characterizing compulsive gamblers, psychiatrists make three points:

— They are immature individuals who gamble to get a thrill that will mask their unreasonably low self-esteem;

— Like workaholics, they have restless, assertive, highly competitive personalities;

—Like kleptomaniacs and pyromaniacs, they are impulsive.

Dr. Robert L. Custer, a Washington, D.C. psychiatrist who treats both alcoholics and gamblers, said:

"Based on the most recent studies, the estimates are that this is a country with 9 to 10 million alcoholics, 1 to 3 million compulsive gamblers and 750,000 who are dependent on drugs."

Others agree that compulsive gambling is probably more prevalent than drug abuse.

"It is our most neglected mental health problem, the most under-researched and under-financed," said Custer, who serves the Veterans Administration as chief of treatment service and also heads the National Foundation for the Study and Treatment of Pathological Gambling.

Dr. Robert M. Politzer, director of research for the national gambling foundation, said:

"A compulsive gambler doesn't have a big interest in sure things. What he wants is action. He gets his kick — his high — from betting, from the gamble itself."

Confirming that analysis, Schlichter, when asked why he gambled, said: "What I enjoyed most was calling in a bet (to a bookmaker)."

The high starts then.

Said Custer: "The excitement of gambling obliterates the gambler's feeling of self-worthlessness. That's what he's after. The action includes the act of making a wager and the excitement of watching for the result. This is what the gambler craves. It has the same effect on him that drugs or alcohol have on others."

When Schlichter joined the Baltimore Colts as the fourth player picked in the 1982 draft, his coaches suspected that he had majored in Egyptology at Ohio State.

"We discussed it one night," Zeke Bratkowski, former Colt assistant coach, said. "The notes Art made during quarterback meetings looked just like the hieroglyphics on an Egyptian tomb."

It turned out that Schlichter was only thinking of where he could borrow another $20,000.

The change in Schlichter this season was remarkable. In '82, Bratkowski said, "Art never looked at a game plan the entire year."

In his first two exhibition starts as a rookie, Schlichter couldn't even read the signals wig-wagged by the coaches from the sideline.

"The way he squinted, we thought he had an eye problem," Bratkowski said. "So we sent him to an optometrist. When the guy told us Art was 20-20, we had to give up on him."

This season, Schlichter didn't squint. He showed the vision of a good young pro passer. His life is changing in other ways, too, now that he has quit betting.

A bachelor, Schlichter lives alone in Indianapolis in a new two-bedroom apartment overlooking a river. The rent is $450 a month, more than he can afford, so he cleans the place himself. He also does his own laundry.

"Makes me feel like I've accomplished something," he said.

His $175,000 salary is sent in monthly installments to his lawyers, who make the payments on his debts and give him a small allowance. He drives a used car. "It's a 4-year-old Cutlass," he said.

Happy to be out of his cheerless life, Schlichter said: "Like a football coach, I'm just taking it one day at a time."

78

Taylor WMS '85 DO NOT MARK ON THIS PAPER

2.3.8 The Recent Years (1945-Present) Test

Number your answer sheet from one to ten. From the list below select the best answer for the blank space in the following sentences. Each word should be used only once.

lottery	integrate	de facto	libeled
slandered	criticized	justified	
segregation	de jure	minority	

1. One fourth of Ohio's people live in rural areas. This is a _____, or the smaller of two groups, since the majority of Ohioans live in urban areas.

2. The majority of Ohio's people that live in urban areas live in neighborhoods with the same race. We call the separation of races _____.

3. The separation of races based on the free will of people to choose where they want to live is known as _____.

4. In times past some school boards and city councils have made laws to separate races, this separation would be known as _____.

5. Today most school boards try to mix up, or _____ races so people can learn to respect people of different colors.

6. Many people have _____, or given reasons against busing students to mix races, saying students should go to their neighborhood schools.

7. Other people have _____, or given reasons for busing students to mix races, saying all students should have an equal chance to get a quality education.

8. Many people have said false things about people or _____people that have disagreed with on the busing students to achieve racial balance.

9. Others have written lies about people or _____in newspapers in order to hurt the people they disagree with concerning racial matters.

10. In order to raise money to help solve some of the problems in Ohio cities the State of Ohio started running a numbers game or _____ to raise tax money.

Number your answer sheet from one to five. Decide if the following sentences are <u>for</u>, <u>against</u>, or <u>not relevant</u> to the statement below, and write that answer on your answer sheet.

<u>THE COMMUNISTS PARTY SHOULD BE ALLOWED TO EXIST IN OHIO.</u>

1. F A N Communist governments in Korea and Vietnam have killed soldiers from Ohio, thus communist should not be permitted here.
2. F A N Karl Marx was an early developer of communism.
3. F A N Communists are people and all people in Ohio can peaceably assemble.
4. F A N The Ohio Constitution gives all political power to the people to alter government as they see fit.
5. F A N Karl Marx believed that the economic system we use, capitalism, must be destroyed.

Write an essay explaining the rights and describing the responsibilities listed in Article I Sections 2, 3, and 11 of the Constitution of the State of Ohio. Give examples of events in Ohio History that illustrate use and misuse of these rights.

§ 2 Right to alter, reform, or abolish government, and repeal special privileges.

All political power is inherent in the people. Government is instituted for their equal protection and benefit, and they have the right to alter, reform, or abolish the same, whenever they may deem it necessary; and no special privileges or immunities shall ever be granted, that may not be altered, revoked, or repealed by the general assembly. (See Const 1802, Art VIII, § 1.)

§ 3 [Right to assemble together.]

The people have the right to assemble together, in a peaceable manner, to consult for their common good; to instruct their representatives; and to petition the general assembly for the redress of grievances. (See Const 1802, Art VIII, § 19.)

§ 11 [Freedom of speech and of the press; libel.]

Every citizen may freely speak, write, and publish his sentiments on all subjects, being responsible for the abuse of the right; and no law shall be passed to restrain or abridge the liberty of speech, or of the press. In all criminal prosecutions for libel, the truth may be given in evidence to the jury, and if it shall appear to the jury, that the matter charged as libelous is true, and was published with good motives, and for justifiable ends, the party shall be acquitted. (See Const 1802, Art VIII, § 6.)

Taylor WMS'85 NAME_____
2.4.1 Agriculture and Rural Life

"When the soil is gone, man must go. And the process does not take long."-
Teddy Roosevelt

Upon successful completion of this unit the student will be able to:
1. Match selected agricultural terms with their definitions.
2. Calculate simple addition and percentage problems.
3. Interpret simple agricultural data.
4. Write an essay discussing conservation problems in Ohio and suggestc possible solutions.

Unit assignments for:

Day 2 Skim pages 168-176 in Ohio's Heritage. Calculate the following problems on notebook paper.
A. In 1982 Ohio farmers sold eight hundred eight million, two hundred thirty-seven thousand, three hundred twenty dollars worth of corn. Write out this number numerically.
B. In 1980 Ohio had a population of 10,798,000 people. Three per cent of the people were farmers. Write three percent numerically with the per cent symbol.

Per cent or per centum means part of a hundred. To find per cent of a number move the decimal in the per cent two places to the left and multiply.

C. Change three per cent into decimal form.
D. Ohio has 25,871,000 acres of land. Forty-five per cent of the land is used for crops. How many acres of cropland are there in Ohio?

Day 3 Read Burke and Davison pp. 177-183. Read "Agriculture Innovations" and answer the questions on the back of this paper.

AGRICULTURAL INNOVATORS

A. Licking Exporting Company, Granville, Licking County, 1820: first farm cooperative attempting to bypass middlemen.
B. Obed Hussey of Cincinnati invented a reaper, 1833.
C. Truman Guthrie, Marietta, was the first to plant wheat in Ohio, 1808.
D. Christopher Leaming of Hamilton County devised corn planting and cultivation techniques, 1827.
E. Richard Fosdick opened Cincinnati's first meat packing industry, 1812.
F. Shakers imported Big China boars in 1816, which formed the basis of the development of the Poland China hog.
G. Seth Adams brought first pure blooded Spanish Merino sheep to Ohio, 1801.
H. Wells and Dickinson of Steubenville established state's first woolen mill, 1812.
I. David Zeisberger imported from Pennsylvania Ohio's first cattle, 1772.
J. Ephraim Cutler of Marietta conducted Ohio's first cattle drive, 1800.
K. Belpre exported Ohio's first cheese in late 1790s.
L. Champaign County had Ohio's first cheese factory before 1820.
M. Tobacco was being exported from southeastern Ohio by 1825.
N. William Dana planted the first Ohio orchard at Marietta by 1790.
O. Alanson Gillett of Rome Township, Lawrence County, developed the Rome Beauty apple, 1816.

Credit: Adapted from an article by Daniel R. Porter, "Ohioans Were Agricultural Innovators," *The Ohio Historical Society Echoes*, October, 1973.

DIRECTIONS: Based on the above information, answer the following questions.

1. Which one of the agricultural innovations was the first to take place?

2. What three agricultural developments took place in the eighteenth century?

3. What developments indicate Ohio was an early nineteenth-century animal raising center?

4. What two developments would help Ohio farmers plant and harvest their crops?

5. Name three events that indicate Ohio farmers were able to sell their animals and products outside the state.

6. What developments indicate Ohio farm products were processed within the state?

7. Which one of the innovations was the last to take place?

8. In what part of Ohio did most of these agricultural innovations take place?

   Why do you think agriculture developments began in this area?

THE TIME TO PLAN YOUR FUTURE IS NOW!

Career Opportunities in Agriculture

Agriculture Advertising Agent
Agricultural Chemicals Salesperson
Agricultural Commodities Broker
Agricultural Economist
Agricultural Engineer
Agricultural Financial/Business Consultant
Agricultural Information Specialist
Agricultural Journalist
Agricultural Photographer
Agricultural Public Relations Agent
Agricultural Statistician
Agronomist
Animal Breeder
Animal Nutritionist
Apiculturist
Arborist
Bank Agricultural Representative
Breed Association Fieldperson
Broadcaster
Commodity Buyer
Commodity Grader
Cooperative Manager
County Extension Agent, Agriculture
County Extension Agent, 4-H
Crop Specialist
Dairy Herdsperson
Dairy Plant Manager
Dairy Scientist
Elevator Manager
Entomologist
Farm Appraisal Specialist
Farm Credit Manager
Farm Equipment Salesperson
Farm Management Consultant
Farm Manager
Farm Realtor
Farm Store Manager
Farmer
Feed Salesperson
Feedlot Manager
Fertilizer and Seed Salesperson
Floriculturist
Florist
Food Engineer
Food Inspector
Food Processor
Food Product Development Specialist
Food Scientist
Food Technologist
Fruit Grower
Golf Course Superintendent
Grain Merchandiser
Greenhouse Manager
Horticulturist
Human Nutritionist
International Agriculture Specialist
Irrigation Engineer
Landscape Contractor
Landscape Designer
Landscape Horticulturist
Livestock Buyer
Livestock Herdsperson
Market Analyst
Marketing Administrator
Meat Scientist
Nurseryperson
Orchard Manager
Organizational Promotion Fieldperson
Peace Corps Volunteer or Administrator
Pest Control Specialist
Plant Breeder
Plant Pathologist
Poultryperson
Poultry Scientist
Production Manager
Quality Control Specialist
Research and Development Specialist
Rural Sociologist
Seed Grower
Soil Scientist
Turfgrass Specialist
Vegetable Grower
Veterinary Supply Salesperson
Vocational Agricultural Teacher
Weed Scientist

Day 4 Read Ohio's Heritage pages 183-186. Calculate the following problems.

****

There are two hundred fifty seven thousand four hundred thirteen acres of land in Fayette County. The land is divided into the following percentages: 4% urban, 1% forest, 7% pastureland, 86% cropland, and 2% other.

****

A. Write the number of acres in Fayette County numerically.

Metric conversion	when you know	multiple by	to find
	acres	.4	hectares
	hectares	2.5	acres

B. How many hectares of land are there in Fayette County?
C. Find the sum of all the percentages.
D. Rank the per cent data from the greatest to the least.
E. How many acres of city and built up (urban) land are there in Fayette County?
F. How many acres of cropland are there in Fayette County?
G. Prime farmland is the best farmland. Fayette County's cropland is 97% prime farmland. How many acres of prime farmland are there in Fayette County?

Day 5 Solve the following problems.

****

Soil erosion is a problem for all Ohioans, farmers and future gerneations in particular. In the last 170 years the average depth of top soil in Ohio has dropped from 12" (inches) to 8". Every year 770,000 tons of Fayette County cropland is eroded.

****

A. There are two thousand pounds (lbs) in a ton. How many pounds of Fayette County topsoil are eroded each year?

Metric conversion	when you know	multiply by	to find
	pounds (lbs)	.45	kilograms (kg)
	kg	2.2	lbs

B. How many kg of Fayette County topsoil are eroded each year?

****

Forty-one per cent of Fayette County's 221,176 acres of cropland are exceeding the tolerable level of erosion (faster than new soil can be made [4 tons per acre]). One way to save cropland is to improve drainage. Ninety-seven per cent of the cropland in Fayette County needs improved drainage. This could be broken down as follows: 400 miles of channels and mains; 5,000 miles of surface drainage (graded and vegetated waterways); and 8,000 miles of subsurface drainage (tile). To meet the average need it would take 726 feet of tile an acre at the average cost of $400. per acre.

****

C. How many acres of Fayette County cropland are eroding beyond tolerable levels?
D. How many acres of cropland need improved drainage?
E. What would be the approximate cost of tiling per foot?
F. Express the cost of tiling in both dollars and cents.
G. If a farmer tiled 200 acres of cropland how much could he expect the bill to be?
H. If a farmer realized a profit of $10. on each 220 pound hog he sold, how many hogs would he have to sell to pay for the drainage on 200 acre farm listed above?

In class work for:

Day 1 Preview pp. 168-176. Start on the assignment.
Day 2 Review and hand in the assignment. Preview pp.177-183. Start on the assignment.
Day 3 Review and hand in the assignment. Preview pp. 183-186. Start on the assignment.
Day 4 Review and hand in the assignment. Discuss ODNR pamphlet Land Use Analysis. Start on the assignment.
Day 5 Review and hand in the assignment. Discuss soil conservation defining the following terms: winter cover crops, contour farming, strip cropping, terraces, crop rotation, chisel plowing, no-till farming.
Day 6 Show and discuss the TV show Malabar Farm. Review for the test.
Day 7 Test

18.d

WASHINGTON MIDDLE SCHOOL
BOX 520
WASHINGTON COURT HOUSE, OHIO 43160
Phone 335-0291

Principal
Benjamin G. Roby

To: Seventh Grade Parents
From: John P. Taylor, Social Studies Teacher
Concerning: Local and District History Day

Dear Mom and Dad,

We have been doing research on triumphs and tragedies in history in preparation for History Day '85. We want to inform you of our activities as your child may need to spend considerable time working on the presentation at home if he or she has set a lofty goal.

Your child is required to participate in History Day as it is a part of their nine weeks grade. They may enter one of the following catagories: historic paper, individual project, group project, individual performance, group performance, individual media presentation, or group media presentation.

The fifty students with the best presentations will get to go to district History Day at Cedarville College on Saturday, April 27, 1985. In addition, we will enter students with excellent media presentations into the state competition in mid-February. Students that have subjects related to science may enter the Middle School Science Fair with their projects in March.

You may examine the contest rules in my room, the Middle School Library, or the Carnegie Public Library.

If you would like to speak with me about History Day, contact me at the Middle School (335-0292). The best times are 8:05-8:25 a.m. or 1:00-1:20 p.m.

Development calendar:

12/13/84	introduction
12/21/84	topic selection
1/4-2/8/85	in class work on Tuesdays and Fridays
1/25/85	title page due
1/29/85	bibliography due
2/1/85	description page due
2/5/85	individual papers and project papers due
2/5/85	projects are to be at school
2/8/85	Middle School History Day in the library.

Sincerely yours,

John P. Taylor

John P. Taylor

Name_____

Upon successful completion of this unit the student will be able to:

1. Select, research, organize, construct, and present a historic paper, demonstration, project, performance, or media presentation on a historic topic.
2. Discuss in detail a partcular historic subject.

I. Selecting a subject. The student should select a subject that:
   - A. Is interesting to the student.
   - B. He wants to learn more about.
   - C. Can be related to the theme.
   - D. Allows the student to use his special gifts:
     1. Drawing
     2. Building
     3. Performing
     4. Writing
     5. Painting

II. Sources of information.
   - A. Primary sources include: eyewitnesses, newspaper stories, diaries, journals, autobiographies, memoirs, government documents, photographs, and letters.
   - B. Secondary sources include: encyclopedias, dictionaries, editorials, textbooks, filmstrips, almanacs, and pamphlets.
   - C. Footnotes must be at the end of the paper.
   - ** An excellent aide in doing research is World Book Encyclopedia's Research Guide and Index.

III. Bibliography information. Every time you use information record the source of the information. Use the following models:
   - A. For a book, film, or filmstrip:
     Author's last name, title then first name. Title. City of publication: Publisher, year of publication.
   - B. For a magazine:
     Author's last name, title then first name. "Title of article." Name of magazine. Pages of article, date and year.
   - C. For a newspaper:
     "Article title." Name of paper, City of Publication, date of issue, section, page number.
   - D. For an encyclopedia:
     Author's last name, title then first name. "Title of article." Name of encyclopedia. City of publication: Publisher, date of publication.
   - E. For an eyewitness:
     Last name, title then first name. Interviewer. Address of interview. Date and time of interview.
   - F. For a pamphlet:
     Author's last name, title then first name. Pamphlet title. Publishing organization. City of organization, date of publication.

IV. Questions to answer in your research.

A. Who was involved?
B. What happened?
C. When did it happen?
D. What were the results?

V. Organization and Construction.

A. Follow the National History Day Revised Contest Guide.
B. Decide how you will communicate your research findings.
    1. Individual paper between 1,000 and 2,500 words.
    2. Individual or group project that shall not exceed 40" width, 30" depth, and 72" height.
        a. May contain written work with fewer than 1,000 words.
    3. Individual or group performance must be limited to 10 minutes with 5 minutes before and after for set-up and tear down.
    4. Individual and group media presentation must be limited to 10 minutes with 5 minutes before and after.
C. All projects must have a title page, one page description (about the research, how the project relates to the theme, making the project), and bibliography.
D. Title page example:

Title

Junior Division

student last name, first and grade

Washington Middle School
Box 520
Washington Court House, Ohio 43160

Taylor, John P., teacher

District 6

District History Day date

VI. Judging

A. Judges will ask you questions, be prepared to answer them.
B. Grading (district) [local]:
    1. Adherence to the theme and rules (20%) [15%].
    2. Quality of presentation (20%) [35%].
    3. Historical quality (60%) [50%].
C. Directions must be clear so the judges can completely understand your project and the operation of any equipment.

Taylor WMS '85 Name(s)_____
4.2 History Day Evaluation Form

Title:_____

Put an "X" on the line that describes your entry.

___Individual Historic Paper
___Individual Project ___Group Project
___Individual Performance ___Group Performance
___Individual Media Presentation ___Group Media Presentation

SCORNG

		Points	
I.	**Adherence to Theme and Rules**		
	Adherence to theme	0-5	_____
	Size/time	0-5	_____
	Accuracy of title page/description page/bibliography	0-5	_____
II.	**Quality of Presentation**		
	Neatness/visual impact/color	0-7	_____
	Creativity/orginality	0-7	_____
	Spelling/speaking/grammar	0-7	_____
	Communication of theme/title/content	0-7	_____
	Self-explanatory	0-7	_____
III.	**Historical Quality**		
	Accuracy of facts	0-20	_____
	Depth of bibliography/primary-secondary sources	0-10	_____
	Thoroughness of presentation	0-10	_____
	Ability to answer questions	0-10	_____
		total	_____

Name(s)_____
Rank in entry_____/_____
Rank in fair _____/_____
Grade_____
Comments for improvement for district History Day: